

The Delta Kappa Gamma

BULLETIN

Summer
1951

THE
DELTA KAPPA GAMMA

Bulletin

SUMMER • 1951

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The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

PUBLISHED BY
THE NATIONAL DELTA KAPPA GAMMA SOCIETY
VOLUME XVII 4. SUMMER, 1951

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Published at 301 N St., N. E., Washington 2, D. C., four times yearly in the months of November, January, March and June. Business Office, 1309 Brazos St., Austin 1, Texas.

Subscription, \$1.00 per year. Single copies, 25 cents each.

Member of the Educational Press Association

Entered as second class matter at the post office at Washington, D. C., under the Act of March 3, 1879

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Drawings in this issue are all of scenes in well-known vacation spots. Our artist presents a variety from which to choose.

About Our Contributors

General Carlos P. Romulo is the Secretary of Foreign Affairs of the Philippines, and quondam President of the United Nations Assembly. We are printing a digest of his eloquent address before the American Association of School Administrators because we believe that it has a challenge for all thinking Americans.

Mrs. Helen C. Householder is now a resident of Flagstaff, Arizona. She has long been interested in educational research, particularly in maturity studies. She pursued her graduate work at the University of California under distinguished teachers. She has appeared in the pages of this magazine on a previous occasion. Her article in the spring number of *The Delta Kappa Gamma Bulletin*, 1950 on "This Is the Way One Chapter Approaches the Problem" engendered a great deal of discussion. We are happy to print a supplement to that investigation.

Mrs. Carl F. Brown, Chairman of the Iowa Committee to investigate the professional organizations in Greece, is a member of Zeta Chapter in Iowa.

Miss Harriet Husted has been a member of Kappa Chapter in Richmond, Indiana for some years. She served as a member of the Selective Teacher Recruitment Committee for some time and became deeply interested in the problem of finding suitable candidates for the teaching profession. Her survey on "The Increasing Need for Elementary Teachers" deserves careful reading.

Mrs. Adelaide N. Baker of Westport, Connecticut is Educational Relations

Chairman of the Connecticut Parent-Teacher Association and Associate Consultant of the State Department of Education in Connecticut. Her article supplements the article written by Miss Husted and presents Connecticut's effort to find the answer to the problem raised in the preceding article.

George Barrett is *New York Times* correspondent, at present in service in Korea. We had his cordial permission, as well as that of the *New York Times* in which it originally appeared, to reprint the article.

Mrs. Maye Anita Johnson, former state president of the Idaho organization, was a valiant worker in the organization of a state retirement system for Idaho.

In the report of the Committee on Research which she heads, Dr. Pauline Knobbs has given us valuable data on the differences in state certification procedures. Dr. Knobbs is Associate Professor of Social Science Education in the Northeast Missouri State Teachers College, Kirksville, Missouri. She is a member of Delta Chapter.

"Berwyn's Experimental School" was written by Irene Parrotte, principal of the Lincoln State School in Illinois since 1933. Miss Parrotte serves as Parliamentarian for Lambda State and has been active in chapter work for a number of years. She has written a number of articles for the *American Journal of Mental Deficiency* and was a speaker at the First International Congress on Mental Deficiency.

America's Part in the Current World Crisis

GENERAL CARLOS P. ROMULO

Secretary of Foreign Affairs of the Philippines

At one of the great general meetings of the A.A.S.A., General Carlos P. Romulo drew from the vast audience an ovation that we have seldom, if ever, seen equaled. It was a tribute to the sincerity and the nobility of a farsighted statesman consecrated to the realization of the dignity of mankind. A tiny man, whose head barely reached the microphone, from the other side of the world, with only his unquestioned idealism and his obvious respect for the creative spirit of man to sustain him, General Romulo brought the mighty audience to its feet in a moment of intense enthusiasm. A scholar and historian and a mighty orator, the speaker gave his hearers a feeling for their own history and the proud traditions of their own people such as few, if any, of our own citizens could achieve. It was the sort of thing Winston Churchill was thinking of when he said during the last war, "No nation can hope to achieve its destiny without a profound sense of its own history." A digest of General Romulo's speech is appended, but it can give those who did not have the opportunity to hear him little realization of the impact of a great spirit upon the thinking and emotions of his vast audience.

THE Declaration of Independence in 1776 was the imperative of the new idealism which your forefathers fashioned on the new soil of this continent. It proclaimed for the citizens of the young nation and for all peoples of the world the concept of the dignity of the human person. Once the independence of the Colonies was secure, this concept became the compelling determinant. The citizen of America was not the man of property or the gentleman of leisure, but the man with the hoe—Common Man—the dignity of whose person we find consecrated in the Universal Declaration of Human Rights of our own day.

From the Declaration of Inde-

pendence to the Universal Declaration of Human Rights is 175 years. Yet, one has to admit that the Founding Fathers, even in the narrow orbit of their new affairs, had seen the vision of the good life as clearly as the writers of the Charter of the United Nations saw it in San Francisco in the Spring of 1945.

The authors of the American Declaration uttered almost a heresy when they proclaimed the equality of all men as a self-evident truth. In the context of their new existence then, the equality of all men had hardly any support in fact. Although the basis of a free society had been established, it could not be claimed that class and castes had been eliminated. There was, be-

sides, the still highly respected institution of slavery which could easily have been cited to disprove the proposition.

I will say, therefore, of those authors of your own Magna Charta of liberty, that they were bold, prophetic men, thinking away ahead of their time and circumstances; and, more important, that they already possessed a world outlook worthy of the most progressive men of today.

What is this world outlook? Perhaps your own Benjamin Franklin had it precisely in mind when he suggested that an inclination and an ability to serve mankind—I repeat, *to serve mankind*—was the desirable thing for youth seeking an education, and that knowledge of universal history was necessary to give one a grasp of human affairs and the connection of such affairs with those at home. There was the start of the awakening from domestic thinking to world thinking; or, to put it in another way, from the national to the international level. Are we for a moment to doubt that the United Nations comes as the logical development of that interest in serving mankind?

Your task now is to orient the mind of America's youth toward a wider appreciation of human affairs, that they may better grasp the unalterable fact of the oneness of man's destiny over and above the cultural differences of the various people that inhabit our planet. And to this end, may I remind you that the only hope we have of pre-

serving the idea of human solidarity is the United Nations, and that if you destroy this, you destroy the last clear chance we have of averting the end of all world cooperation.

It is the remarkable thing about the United Nations that with all its sixty flags, each representing a motherland, with all that this implies in differences of traditions, ideals, and racial idiosyncrasies, it has stood through six years of post-war vicissitudes with head unbowed. Perhaps that is not only a remarkable thing but also the wonder of this century.

I submit that no effort you may exert to induce the youth of America to study the workings of the United Nations can be in vain. A sense of loyal understanding toward the United Nations can be built only upon a steady flow of reliable information. I know that there are still men who refuse to see in this organization the living demonstration of world cooperation, and there is perhaps a basis of fact in the suspicion that certain nations may be in it for the sole purpose of distracting attention from their designs of conquest. But more abundant than the reason for this suspicion is the evidence that the good faith of the great majority of the member states will abide and keep the organization going.

My deep concern for a world of peace and order compels me to wish that your democracy should not be confined here, within your own borders, and for your satisfac-

tion alone. Like your own freedom, it should not be the end but the means to a wider democracy embracing the world. It is in such a world that American genius has its place, and it is in it that American destiny will find its fulfillment.

In the present grave jeopardy to its existence, the free world has only American power on which to depend. Today, in Korea, it is being tested anew. There your troops are fighting under the United Nations flag, not for territorial conquest, but for compelling reasons of honor and law. Again, your Stars and Stripes is there not because of motives of interest, but because it is not your way to renege on your word; and under the Charter of the United Nations which you helped write you have obligated yourselves to defend the peace against aggression in any form.

I bespeak, therefore, the mind of my people when I say that, based on my knowledge of America, it is my conviction that you will never repudiate your commitments. America's word is good, and because it is so, American leadership is undisputed in world affairs today. This is the reason why America cannot recede from the forefront of the earth and why she is bound to stay there.

THERE is another reason, equally compelling, and perhaps inevitable, and that is America's technological science. By this science you have reached out into the farth-

est recesses of the known globe, bringing with you the goods of a more abundant life and the grasp of friendship for every human hand. Your airplanes have annihilated distances at speeds exceeding the imagination, and your media of information have pushed your boundaries beyond the visible horizon. You have, in short, made the world smaller and smaller, and I cannot see how you could ever recede from such a world, or, much less, turn your back on it.

It would not make sense now to say, or even to think, that the American people can withdraw from their far-reaching associations without doing injury to their own interests or without appearing guilty of a senseless recoil from the responsibility of leadership.

American predominance in human affairs has not come about by an accident of fate, but as the result of demonstrated fidelity to pledged word and to the rule of law in international relations. There is no force that can discredit this predominance now, at least not the intruding concept of satanic materialism that is loose upon the earth today.

Your country's role in the world is to lead peoples to greater freedom and to wider democracy. This is America's destiny, which the youth of your land must grasp now and for all time to come, and it is for you, Educators in America, as you guide that youth into maturity, to inculcate appreciation of this destiny.

Maturity as a Common Denominator

HELEN C. HOUSEHOLDER



NEARLY four years ago Alpha-Omega Chapter, Chi State of California, enjoyed an inspiring resumé of *Le compte De Nouÿs Human Destiny* reviewed by Grace Knoles.* As an ideational philosopher and gifted mathematician, De Nouÿs prophesied that nations and men must mature if civilization is to be preserved.

The word *maturity* has the power to incept new philosophies, purposes and actions. It may not be clearly defined in the beginning but as reference upon reference, au-

thority upon authority, and personality upon personality give meaning to this concept, *maturity* crystallizes and becomes a fascinating many-faceted field for study. It may be related to personal happiness and professional efficiency in individual terms. A study of maturity needs may relate to entire faculties. Or as Alpha-Omega, under the direction of its program chairman, Eulalia Tillotson,† chose to consider the subject, maturity studies may be related to universal aspects of Teacher Welfare.

Abriding the theories of Dr. John C. Whitehorn, psychiatrist in chief of Johns Hopkins Hospital: *Morals are dependent on Morale, and Morale has its foundation on*

* Miss Knoles is Dean of Girls at Washington Union High School in Centerville, California, and current president of Alpha-Omega.

† Current Vice-President of Alpha-Omega Chapter and Child Welfare Director, Hayward Union High School, Hayward, California.

Maturity. Beginning with this statement by Dr. Whitehorn, it might be understood that the concern Dr. Stroh expresses for the generally low level of teacher-morale is, in fact, another specific aspect of the maturity problem.

Last spring's issue of the *Delta Kappa Gamma Bulletin* carried an account of Alpha-Omega's maturity studies under the title: "One Chapter's Approach."

This article was illustrated by a maturity graph, wheel format, on which varying degrees of development in emotional, social, intellectual, and physical maturity could be charted, analyzed, and diagnosed.

AFTER this article with its illustrative chart was published, various local groups within the bi-county chapter of Alpha Omega met to consider "Maturity and Teacher Welfare," using Overstreet's *The Mature Mind* as a springboard for their specific discussions in an entirely subjective field. One group called upon Mr. Harry Tripp, talented father of a Pleasanton, California member, to review this book and give his report the added drama of Mr. Tripp's personal exchanges with the renowned author.

Many ideas and comments developed from this stimulating review of *The Mature Mind*. One of its most valuable outcomes, even though this was at the time a by-product of the discussion, was a sincere suggestion formulated by Mrs. Helen Vardon, that perhaps the world needed more humor and op-

timism instead of so much ponderous and involved philosophy.

To document the wisdom of this comment, those who read Fleur Cowles' announcement that *Flair* discontinued publishing with its current issue realize that the necessities that dictated this announcement were no joking matter to a serious and gifted editor.

However, the gallant humor with which Fleur Cowles published this announcement and the inspired reprinting of every lampooning cartoon directed at the unorthodox format of her cosmopolitan magazine, publicly attested that Fleur Cowles is indeed a mature and gallant woman.

It is this type of humor, born of an understanding for loss, modifications or failure beyond one's control, that may become a very valuable facet of maturity. Such humor gives one the power to laugh with empathy and compassion, instead of cynicism and derision; *with*, not at the loser whether he be oneself or another.

Through interest generated by the *Bulletin* article on Alpha Omega's maturity research, Mrs. A. G. Mackey of Charlotte, North Carolina, introduced this study to a group of graduate students interested in advanced educational psychology at a southern university. Additional references and materials were directed to Mrs. Mackey, and her group gave their consideration and resources to a testing and extension of intuitional theories on maturity levels. The suggestions of

this group, returned through Mrs. Mackey's courtesy, materially affected the organization and clarity of a chart on THE FOUR PHASES OF MATURITY WITH EIGHT DIVISIONS OF ATTAINMENT.†

I. Physical Phases of Maturity

- | | |
|-----------------------|-----------------------|
| 1. <i>Performance</i> | 2. <i>Development</i> |
| Sleep | Organic Maturity |
| Relaxation | Height |
| Coordination | Weight |
| Vision | |
| Hearing | |
| Posture | |
| Speech | |

II. Emotional Maturity

- | | |
|-------------------|----------------------|
| 3. <i>Control</i> | 4. <i>Generative</i> |
| Poise | Imagination |
| Humor | Empathy |

III. Intellectual Maturity

- | | |
|------------------|-----------------|
| 5. <i>Powers</i> | 6. <i>Tools</i> |
| Reasoning | Information |
| Memory | Writing |
| Association | Number Concepts |
| | Calculation |
| | Reading Skills |
| | Vocabulary |

IV. Social Maturity

- | | |
|---------------------|---------------------|
| 7. <i>Intention</i> | 8. <i>Extension</i> |
| Philosophy | Manners |
| Religion | Grooming |
| Ethics | Communication |
| | Law |

Volumes have been written, and will continue to be written, on the subject of maturity. As one's understanding of maturity develops through interest and enthusiasm for this subject, it will become evident that seemingly irrelevant books are indeed greatly relevant to it. Margaret Meade in her book, *Male and Female*, contributes a new and very vital concept of sex

as an intellectual and emotional role rather than an organic role. An understanding of the female role and its place and significance in contemporary life is one essential sement of the maturity studies. Such understanding defies a woman to think in terms of competition, either professionally or personally, in any mutual endeavor involving a male associate. In all probability Margaret Meade took her title from the Biblical: "Male and Female Created He Them."

A LECTURE to the chapter by Miss Heaton of the San Francisco State Teachers College faculty identified the roles one may assume in any family or professional group. The speaker pointed out that opportunities to mature and assume an even greater role may lie in assisting others to achieve their maximum efficiency and prestige-satisfaction. Miss Heaton spoke of "the bloody Marys" who cause dissension and intemperate climates within their faculty, or office, by unpleasant immature attitudes. She spoke also of the "blessed Marys" who, by their maturity and wisdom, "ease the fits of frustration" or deflate "the yarn-spinners, the gossips and critics" to be found within any rugged school climate.

So to a thousand sources and a million personalities the eventual definition and demonstration of maturity will owe its crystallization or perfection. If the subject of maturity excites your mind, begin to keep a notebook of references or

†Devised by Helen C. Householder, Junior Past President, Alpha Omega Chapter.

a scrapbook of clippings to record the pertinent references.

Recently De Noüy has written that man must mature in order to avoid the extinction of his culture, but, many centuries ago, Confucius observed that the seed of government is within the individual.

Whether one wishes to consider maturity as a personal matter, from the individual outward toward all mankind, or whether one wishes to choose the opposite approach, working from mankind's problems toward the personal immaturities, it remains inevitably true that maturity is the common denominator in the calculation of the future welfare of the individual, the family, the community, the state, the nations, and the one world of tomorrow.

Books recommended:

Human Destiny—Le compte De Noüy
Crisis in Education—Bernard Bell
Peace of Mind—Josua Liebman
Male and Female—Margaret Meade
The Mature Mind—H. A. Overstreet
Outline of History—H. G. Wells
Better Ways of Growing Up—John Edmund Crawford (best teaching or advising reference). In method, this book excels every other reference except Jill Edwards.

Helpful

Non-Academic Sources:

Dubarry Success Course
 Ann Delafield
 Richard Hudnut Salon, N. Y.
 Marjorie Wilson's writings—Charm (book)
 Magazine: *Your Life*

Personality Pointers by Jill Edwards
 (Best Personal Reference)

Perma-book #pp. 73

Pocket-book edition—35¢

(This is a truly rare little book—don't be misled into thinking it popular self-help trash.)



Interpreted from a letter from Zacharias Kotsikis of the Ministry of Creeds and Education, Athens, Greece, and sent to the Iowa Committee Chairman, Mrs. Carl F. Brown

GREEK TEACHERS AND THEIR PROFESSIONAL ORGANIZATIONS

When the Delta Kappa Gamma Society undertook the survey of the national professional organizations in other countries two years ago there were many disappointments because of a lack of response from certain countries where tragic conditions had almost suspended the normal progress of schools. Greece was among those from which we could get no response.

A year afterward, however, we were pleasantly surprised by the receipt of a carefully organized and rather extensive analysis of the situation in the Greek schools. So many of our members have been interested in the state of affairs in this little country, and particularly in the children who have suffered so greatly, that we thought it worthwhile to bring to the attention of our readers a picture of the actual situation as seen by a member of the Higher Council of Education.

THERE are only about 1,200,000 children in the Greek elementary schools. It is impossible to estimate the number accurately because so many of the elementary schools have not been in session regularly for a number of years. All during the period of World War II and in the years of stress which

have followed it the children suffered perhaps the greatest hardship.

Of the 18,300 teachers in elementary schools, 600 are kindergarten teachers.

Schools are public, and education is free. Every public elementary school has its own area and each school has a few classes with



from one to six teachers. There are 100 educational areas and an inspector of elementary education supervises each one of them. Areas differ greatly in size, and the number of teachers likewise varies. In no case does an area have more than 250 teachers.

Supplementing the free public schools are many private elementary schools, but, as the writer of the letter says: "The interests of the teachers of private elementary education do not coincide with those of the teachers of public classes; for that reason there is no cooperation between them."

It was not until the end of the last century that there was any attempt to found professional organizations. Then a few teachers' clubs were founded in educational areas where professional views were exchanged and where teachers felt the need of further educational stimulation. The number of teachers' clubs grew at the beginning of the century, but apparently there was no attempt to unify their activities or programs.

In 1922 the first general assembly of representatives of teachers' clubs took place, and the General Teachers Association was founded with its center in Athens. The Association took for its tasks the intellectual and moral improvement of teachers and focussed its attention upon some of the financial problems of its members. In its efforts to realize these ambitions the Association succeeded in improving many unsatisfactory conditions.

The Teachers General Association was assisted greatly by being affiliated with the Public Officers General Association of which it was an active member. However, the work of the Teachers Association was sadly interrupted in 1935 when the government dissolved all professional organizations for reasons of safety. At that time the number of members had reached 6,000. The organization was editing an official newspaper called *The Teachers' Tribune*.

Since the end of World War II and the gradual return to more normal conditions the Teachers Association has resumed its activities, the clubs in educational areas have been revived, and *The Teachers' Tribune* is being published once again.

It is significant that alongside the clubs of those the writer of this letter calls "the well-thinking teachers," Communist teachers founded their own clubs and began working systematically. Conscious of the danger inherent in the latter organizations, the Nationalist Teachers Clubs put aside every other task to unite their efforts in behalf of maintaining the independence, liberty, and integrity of their country. They did this by uniting into what is known as the Higher Council of Nationalist Public Officers. This organization has offered services of great national significance and has succeeded not only in creating a national public officer conscience but also in ameliorating some of the vexatious financial

hardships of teachers and other public officers as well.

OUT of this struggle with the Communist organizations grew the Greek Teachers Association, one of the founding members of the World Organization of the Teaching Profession. It boasts a membership of 10,000 with clubs in all the educational areas of Greece.

Teachers of elementary schools must be graduated from teachers' colleges. The period of their training is fourteen years in all—six years of elementary education, six years of high school, and two years in a teachers college. Every year fifty of the best Greek teachers with three years of successful service in elementary schools are chosen after examinations for further educational and philosophic work in the University of Athens. After two more years of work at the University they are given another examination which, if they pass successfully, entitles them to return to their former teaching positions. If, however, they fail the examination, they are dismissed and required to return the money advanced for their university training.

Teachers are permanent public officers. They are appointed and paid by the state according to special statute. It is interesting to note that the qualifications of kindergarten teachers are lower than those of the elementary teachers and their pay correspondingly less.

Elementary teachers are placed

according to the following regulations:

In a one-teacher school there is one man;

In a two-teacher school there are one man and one woman;

In a three-teacher school there are one man and two women;

In a four-teacher school there are two men and two women;

In a five-teacher school there are two men and three women;

In a six-teacher school there are three men and three women.

THE teacher who attains the highest grade in examination is named Director of the school.

The officers of elementary education are equal in grade and pay to the officers of the Ministry of Education. Elementary teachers may be promoted only as far as the grade of Chief of Department, and kindergarten teachers may be promoted only to the grade of Suggester. If there are vacant places in the Ministry of Education, teachers in line for promotion may be placed there temporarily until a place is open as Chief of Department.

When teachers are appointed, they are assigned the grade and pay of what is called, "Secretary B." Kindergarten teachers are appointed to the grade and pay of "Attendant." However, if teachers have been trained in a Greek or

foreign university or in the agriculture college, they may be promoted to the grade of "Secretary A" after four years of successful work; to the grade of "Suggester" after eight years of successful work; to the "Chief of Department B" after fourteen years of successful work, and to "Chief of Department A" after eighteen years of successful teaching. In the case of teachers who have no training beyond that of the Teachers College the period of time which must elapse between promotions is somewhat longer. It is reassuring, however, to note that if a teacher deserves special commendation or has distinguished himself by rendering service of a high caliber he may be promoted one year sooner than the schedule provides. However, if the promotion of a teacher is delayed because he has demonstrated his incapability for two successive years, he is dismissed. The Greek Teachers Association has been responsible for an improvement in the promotion schedule.

EVERY two years a contest takes place in which teachers trained in the university try for places as Inspectors of Elementary Education. Besides the Inspectors of Elementary Education there are nine general inspectors appointed with the grade of "Director A." The remuneration of inspectors is not large and the pay difference between the lower and the higher grades is not great.

Every elementary teacher is en-

titled to an allowance of 30 per cent, in addition to his basic pay; ten years of successful experience gives him a further allowance of 5 per cent; fifteen years, 10 per cent; twenty years, 15 per cent, and twenty-five years, 25 per cent. At the same time he is entitled to a family allowance equal to 10 per cent of his basic pay for his wife unless she, too, is a public officer, and 5 per cent for every one of his three older children. Ironically enough, a woman public officer, if married, is not entitled to a family allowance even though she may be the breadwinner. A struggle is now going on for the increase of the family allowance.

Every fifteen days a teacher is paid. Some idea of the salary scale may be gleaned from the following schedule:

1. Attendant—360,000 drachmas per month
2. Secretary B—375,000 drachmas per month
3. Secretary A—385,000 drachmas per month
4. Suggester—430,000 drachmas per month
5. Chief of Department B—470,000 drachmas per month
6. Chief of Department A—500,000 drachmas per month
7. Director B—550,000 drachmas per month
8. Director A—600,000 drachmas per month

The salary schedule, therefore, works somewhat in this fashion. To the pay of Director A with the allowance for his wife and twenty-

five years of work is added 390,000; for the work of twenty-five years plus the allowance for his wife and the 30 per cent added to the basic pay he thus receives 990,000 drachmas per month.

Medical, pharmaceutical, and nursing service is provided for all elementary teachers as well as the advice of the district school doctor. Elementary teachers paid regularly by the state are entitled to a life pension, the men after twenty-five years of service, and married women after fifteen years of service. Widows and orphan children of a teacher are entitled to a pension. If a teacher has completed thirty-five years of service (the maximum), he is given from 80 to 85 per cent of his basic pay. In addition there is what is called "A Treasury of Providence" which supplements the teacher's pension by an amount proportional to the grade he had in public service. There is also another treasury

which provides a monthly help equal to about one-fifth of the pension given by the state. These treasuries are endowed jointly by the state and the donations of the public officers.

The struggles of the professional organization in Greece have been long and honorable. The past ten years have been tragic ones. The necessities of war and its aftermath have curtailed the national income sharply and the expenses for the guerrilla warfare were enormous.

The Greek teachers, however, believe in their organization. They are grateful for the assistance of their friends in other countries. They believe that in days to come they will find solutions for many of their problems and that through professional association both at home and in international bodies, not only will they achieve improvement in their educational program, but will also make great strides in promoting the welfare of teachers.



NEVADA MONUMENT VALLEY NATIONAL PARK

The Increasing Need for Elementary Teachers

HARRIETT HUSTED

THE continued shortage of elementary teachers, a scarcity which is increasing as the enrollment of the elementary schools steadily mounts, presents one of the most serious problems in the field of education today.

"We have already developed beyond the point where even the most drastic steps can quickly relieve the shortage of teachers in the elementary schools," says U. S. Commissioner of Education Earl McGrath in his 1949 "Review and Recommendations on Education" in *School Life* (Volume 32, No. 5).

In his article, "Implications of the 1950 National Study of Teacher

Supply and Demand," printed in *The Journal of Teacher Education*, June 1950, Ray C. Maul states, "It is clear from the data of the 1950 National Study that the critical shortage of well-prepared elementary school teachers is as great as it has been at any time in recent years; it is equally clear that the supply of available high school teachers is not only equal to but far in excess of the demand, particularly in some of the subject fields."

The 1950 Study directed by Mr. Maul shows that from the twenty-nine states, Alaska, District of Columbia, and Hawaii which reported on teacher supply and de-

mand in 1949, the District of Columbia alone had a supply of elementary teachers which exceeded the demand. Only 93.33 per cent of the supply of elementary teachers was used there. The total demand for teachers from these twenty-nine states, two territories, and District of Columbia was 300 per cent of the supply.

Alaska, Arizona, Hawaii, Missouri, Nevada, and New Mexico were the only districts in which the supply of high school teachers did not exceed the demand. Arizona's demand was 173.68 per cent of the supply; Alaska's, 950 per cent; Hawaii's, 304.17 per cent; Missouri's, 104.89 per cent; Nevada's, 204.35 per cent; New Mexico's, 126.13 per cent. The total demand, however, was 61.58 per cent of the supply.

THE 1950 National Study reveals that colleges throughout the nation produced only 22,460 new four-year-trained elementary school candidates who were ready for employment in September 1950. If these candidates all accepted teaching positions, they could not meet more than one-half the need for replacement of teachers who would retire. This need was estimated at 45,000.

If the increased enrollment in September 1950 alone were divided into rooms of 25 pupils each, it would demand the services of all 22,460 graduates produced in 1950.

If all existing elementary school classrooms were reduced to not

more than 25 to 30 pupils, the need for more elementary teachers to staff the extra classrooms would exceed the 1950 production.

Replacement of those with fewer than 60 semester hours of college credit would more than consume the 1950 production. Thus there exists a need for more than five times the number of new elementary school teachers who were graduated from colleges and universities in 1950.

The following data were compiled from answers to questionnaires concerning teacher shortages which were sent to ten states representing different geographic regions of the United States. These questionnaires were submitted to the state departments of public instruction.

Only Arizona reported no shortage in any branch of the teaching field. This is in direct contrast to the Arizona report in the 1950 National Study. This report revealed a supply of 266 high school teachers and a demand for 462. The supply of elementary teachers with 120 hours' preparation was 226 and the demand, 384.

In their study, *Teacher Supply and Demand in California, 1950*, James C. Stone and Aubrey A. Douglass point out that three elementary teachers are being prepared for every eight that are needed. Three secondary teachers are being trained for every two positions that will be available. One teacher out of eight now teaching in schools of California holds emer-

ESTIMATED TEACHER SHORTAGE 1950-51

| | Kindergarten | Grades 1-3 | Grades 4-6 | Grades 1-6 |
|----------------------|--------------|------------|------------|------------|
| Arizona | — | — | — | — |
| California | — | — | — | 4783 |
| Illinois | 80 | 790 | 850 | 1640 |
| Michigan* | — | — | — | 4000 |
| Montana | — | — | — | 700 |
| North Carolina | — | 400 | 800 | 1200 |
| Vermont | — | 200 | 100 | 300 |

* In terms of requirements for regular certification.

ESTIMATED TEACHER SHORTAGE—SECONDARY

| | Adm. | Ag. | Art | Eng. | Comm. | H. Ec. | Libr. | Math. | Music | Phys. Ed. | Ind. Art | Science |
|------------------|------|-----|-----|------|-------|--------|-------|-------|-------|-----------|----------|---------|
| Arizona — | — | — | — | — | — | — | — | — | — | — | — | — |
| Illinois — | — | — | — | — | — | 10 | 15 | 100 | — | — | 40 | 50 |
| Michigan — | 30 | 10 | — | — | — | 50 | 100 | — | 30 | — | — | — |
| Montana* x | — | — | — | — | — | x | x | — | — | — | — | — |
| North Carolina — | — | — | — | — | — | — | — | — | — | — | — | — |
| Vermont — | — | — | — | — | 2 | 5 | — | — | — | — | — | — |

* No figure given for the shortage.

gency credentials. In 1950-51 there were 3,382 trained elementary teachers and need for 8,165. There were 4,905 trained secondary teachers and need for 2,917.

Illinois reported an over-all surplus of high school teachers with the exception of the few shortages listed. They are attempting to re-educate high school prepared teachers for the elementary field in order to reduce the shortage in that field.

Michigan estimated its 1951-52 shortages as follows: elementary, 3,500; administrative, science, mathematics, and English, nine each; home economics, 25; and library science, 50. The state department feels, however, that these predictions are rather uncertain because of the international situation.

The Montana state department said that they need 500 elementary teachers in their one- and two-room rural schools and 200 in the city

schools. They also feel that the present national emergency may cause shortages in all branches of the teaching profession. They expect a shortage of coaches, physical education, shop, and science teachers as men enter the armed services.

Vermont expects the teacher shortages in grades 1-3 and 4-6 to be increased by 25 each in 1951-52.

Florida reports a definite shortage of elementary teachers, but their records were not complete at the time that this report was compiled.

Colorado and Indiana were unable to estimate their teacher supply and demand because their education departments have no placement service.

Indiana's elementary teacher shortage is not so serious as in many other states, according to Griffith W. Niblack, state editor of *The Indianapolis News*. In the January 11, 1951, issue of the *News*,

Niblack quotes I. U. officials as saying that, although the end of the shortage is not in sight, the increasing number of grade school teachers there each year is an indication that the Indiana supply will be closer to the demand within a few more years. Within the last three years the total of licensed elementary school teachers graduated by I. U. has increased 460 per cent, and the 1952 graduating class may double this percentage. Since most of the students are women, mobilization should make slight change in the picture. Indiana State Teachers College and Ball State Teachers College also report increased enrollment in the elementary curriculum.

THE reasons for this serious shortage of teachers in the elementary field are many and varied, according to leading American educators. U. S. Commissioner McGrath says that the relatively low salaries teachers receive in many communities is one of the most important factors in the present short supply of teachers. The fact that high school teachers in some places receive higher salaries than elementary teachers has attracted many prospective teachers to the secondary field.

The December 1950 issue of *The Indiana Teacher* carries a report of the Indiana School Study Commission which shows that the income of factory workers stands at \$3,155 per capita as against an average minimum salary for teach-

ers of \$2,779. According to the Department of Commerce, the incomes of dentists and attorneys have pulled away from the incomes of teachers during the period, 1941-48. The gap between teachers and dentists was \$1,994 in 1941; it was \$3,074 in 1948, the latest year for which data were available. The gap between attorneys and teachers in 1941 was \$1,673 and, in 1948, \$2,854.

Evidence that some progress is being made in the attempt to increase teachers' salaries is found in a pamphlet issued by the Labor Department's Bureau of Labor Statistics and Veterans' Administration: "In 1948-49, the estimated average salary of all instructional staff (classroom teachers, principals, and supervisors) in the nation's public schools was \$2,750. This represents an increase of approximately \$200 over the average for the previous year, and an increase of about \$1,300 over the 1939-40 average. There is evidence that salaries were higher in 1949-50 than in 1948-49 in many localities.

"The salaries of individual teachers have a wide range both above and below the national average. In general, salary scales are lowest in rural schools. . . . There are also many school systems which pay elementary teachers less than those in high school. However, schedules of the single-salary or preparation type, in which the salary is dependent on the teacher's educational preparation and experience rather

than on the position held, are being adopted more and more widely."

According to the pamphlet quoted above, the amount of preparation which elementary teachers have had in a given state influences the rate at which teachers drop out of the teaching profession. In general, the drop-out rate for those who have invested four full years in teacher-training is lower than for those with little or no special training for elementary teaching. Thus, raising of minimum standards for certification in elementary teaching will help eliminate another important cause of teacher shortage.

MAUL'S 1950 National Study shows that 22 states now issue standard elementary school certificates only on the basis of 120 hours; in four states the standard elementary school certificate will be issued on completion of 90 semester hours. In 14 states the standard certificate will be issued on completion of 60 semester hours, and in 10 states on completion of 30 hours. This includes Alaska, District of Columbia, Hawaii, and 47 states. Massachusetts has no standard certificate law. There is little evidence that the quantitative requirements include uniform qualitative requirements. The possession of a certain number of college credits does not imply that the holder has pursued courses designed to improve the potential elementary school teacher.

In his 1949 National Study, Maul says that, of the more than 1,200 colleges which participate in the

preparation of elementary teachers, no more than 300 are equipped to offer a four-year program "through which a young man or young woman may be expected to gain a broad understanding of the role of elementary education in American life. . . . The current shortage may, in large measure, be provoked by the ease with which almost any person with only a modicum of effort can obtain a certificate."

A national conference on the problem of adopting definite standards for accrediting colleges that prepare teachers was held in June 1950 at Indiana University in Bloomington. This is encouraging evidence of the fact that the profession is aware of the need to improve its status. Representatives from all 48 states, three territories, and six foreign countries were among the 510 participants. The conference recommended that a national council be established for accreditation of teacher education. Copies of the 28 reports of the study groups are now available.

In both his 1949 and 1950 National Studies, Maul stresses the need for a college guidance program which will reveal the prospects for employment in the teaching field and provide a measurement of teaching aptitudes. He says that it is the obligation of high school and college authorities to furnish students with information telling the extent and nature of opportunities in teaching and abilities which characterize the successful teacher. Candidates of superior

ability should be encouraged, and those not fitted for the profession should be discouraged.

In concluding "Implications of the 1950 National Study of Teacher Supply and Demand" Maul says: "The identification of qualities related to success in teaching is not an impossible task. The problem must be courageously faced at all levels by all members of the profession. Anything less than such aggressive action is to shun a responsibility of first magnitude and to undermine the entire educational system of the United States."

ANOTHER cause of the teacher shortage which is rated first in importance in an article in the September issue of the *Kiplinger Magazine* is the overcrowded classroom. The article carries the statement of an N. E. A. official who says that teachers feel frustrated with the size of their classes, cannot get properly acquainted with the children, and come to feel as if they were "dishing it out on an assembly line."

Predictions of yearly increases in enrollment indicate that this condition will not be improved. The U. S. Bureau of the Census has estimated that in 1952-53 the schools will have to handle 500,000 more first graders than in 1951 and almost 900,000 more than they did in 1946. By 1956 total enrollment in public elementary schools is expected to exceed 24 million, compared with 20 million in 1948.

Figures showing how the enroll-

ment in Indiana public schools is soaring came from the office of the state superintendent of public instruction. Frederick Green, statistician, said the enrollment in both high school and grade school in 1950-51 totaled 666,662, an increase over last year of 10,265 in the elementary grades and 2,521 in high school. Green predicted the increase in the next school year would be almost double that of the current session and that in the next six years there would be an increase of 160,000. He said that a number of youngsters born during the war are just attaining school age, and that by 1956 there will be as many pupils in the first eight grades as there are in all twelve grades now.

Although it is too soon to say definitely what effect the defense mobilization plan will have upon the teacher shortage problem, the exodus of men into the armed forces is already being felt in many schools throughout the country. Among the three and one-half million men being called into the armed services by June 1951 there will, of course, be many teachers.

"The recruitment of additional teachers for elementary education continues to loom, now and for the next ten years, as one of California's most critical teacher-education problems," observe James C. Stone and Aubrey A. Douglass in their study, *Teacher Supply and Demand in California, 1950*. This same problem is shared by the majority of states throughout the nation.

The Stone and Douglass Study

credits the 75 per cent increase in the number of teachers prepared in 1950 over 1949 to the recruitment practices of the colleges, universities, and junior colleges of California. Because of the anticipated oversupply of secondary school teachers, many colleges and universities tried to interest secondary education students in entering the elementary field. Only five institutions—the University of Southern California, San Diego State College, College of the Pacific, San Francisco College for Women, and Dominican College—reported a decrease in secondary graduates for 1950.

Indiana University has a long-range program, designed to produce more grade school teachers, that begins before the students leave high school. The freshman division counselors stress the excellent employment opportunities for college graduates qualified to teach grade school subjects.

IN the October 1948 *Bulletin of the National Association of Secondary-School Principals*, Nellie Z. Thompson, a member of the editorial staff of the National Association of Secondary-School Principals, has published an article, "Responsibility for Teacher Recruitment." This article emphasizes the important part which the teacher plays in interesting students in the teaching profession. The author says that the choice of a career is frequently the result of the strong personal appeal of someone engaged in that work; therefore the

teacher must be worthy of admiration.

Many schools of Pennsylvania are attempting to interest outstanding students in the profession of teaching. The Pennsylvania Branch of the National Association of Secondary-School Principals provided a fund for a study of factors involved in the recruitment of teachers. A questionnaire was distributed to secondary schools in Pennsylvania. The results of this questionnaire were published in the October 1948 issues of *The Bulletin of National Association of Secondary-School Principals*.

The principal divisions of the questionnaire were: (1) Things High Schools Do to Interest Pupils in Teaching as a Career; (2) Things High School Officials Say Colleges Do to Interest Pupils in Teaching as a Career; (3) Recruitment Results.

From the 202 schools reporting, only 4.4 per cent of the 33,000 graduates expected to enter college to prepare for the teaching profession.

In answer to the question, "In what specific ways does your guidance personnel enlist the aid of interested individuals and/or community organizations in a possible solution of the problem, the recruitment of teachers?", 166 replied "nothing"; 12, speakers for special groups of students; 10, individual and group-guidance activities; 10, college people talk with students expecting to be teachers; 7, talks by teachers to service clubs on teacher recruitment; 12, career conferences;

6, discussions at P.-T.A. meetings; 6, speakers in assembly; 3, scholarship aid to students; 5, discussions in high school classes; 4, colleges influence students; 2, newspaper publicity.

FUTURE Teachers of America Clubs, sponsored by N. E. A., have been spreading throughout the country. The story of the organization's growth in Arkansas, named the banner FTA state of 1949-50, is told in an article by Emma Scott in the December 1950 issue of the *N. E. A. Journal*. In the spring of 1948 there were only a half dozen FTA groups in the state. After hearing the report of its committee on the value of the FTA, particularly in recruitment and pre-professional training, the Arkansas Education Association decided to give its support to the organization. FTA grew to a total of 40 clubs in one year, and the state organization was formed in November 1949.

The October 1950 *Bulletin of the National Association of Secondary-Schools Principals* contains the article, "Tomorrow's Teachers," by Ida Grace Alexander, Henry C. Gray, and W. Edward Young. The article is a description of a project in cooperation by a high school FTA club and an elementary school in South Orange and Maplewood, New Jersey. Ida Grace Alexander, teacher of English, and Henry C. Gray, Class Guide, in the Columbia High School, Maplewood, New Jersey, are co-sponsors of the FTA

Club and W. Edward Young is Principal of Fielding Elementary School, Maplewood, New Jersey.

The club's most successful project was a series of observations and participations in classes in an elementary school on the same campus with the high school. Faculty sponsors conferred with high school students who participated in the project. The sponsors endeavored to discover what ideas the students had on the teaching of children and advised them in finding answers to questions they asked about the work. The principal met with the teachers to secure their approval of the plan and to give them the names of members who would participate in it. The teachers were also provided with notes concerning their interests and aptitudes.

Each club member was given his assignment and a permit to leave the high school during his study period each day for two weeks. Fifteen members spent an hour a day in an elementary classroom. By close observation and sometimes by actual participation, they gained first hand knowledge of satisfactions to be derived from working with children. Some read stories, helped in construction of projects, and aided individuals who needed special attention. Teachers and prospective teachers were enthusiastic over the project.

Let us now consider Delta Kappa Gamma's endeavors in the field of selective teacher recruitment. In its 1948-49 report, The National Committee on Selective Recruit-

ment of Teachers listed as its first objective the publishing of a column in each issue of the *News*. Almost every issue carried a selective recruitment column giving current activities of individual chapters. Monthly bulletins were sent out, giving current material on chapter activities and a bibliography containing suggestions for this activity.

THE committee's third objective was to begin a follow-up campaign to see what had happened to those students who were interested in the teaching profession through Delta Kappa Gamma activities. This study on the follow-up of recruitment activities has proved beneficial in arousing interest. It has revealed the shortcomings in this phase of Delta Kappa Gamma's recruitment activities. The study showed that in 1946 there were 1,190 students who became interested in the teaching profession through the efforts of Delta Kappa Gamma members; 460 of these were preparing for elementary schools and 598 for secondary schools. In 1947 there were 1,552 students; of these, 598 were preparing for elementary schools, 530 for secondary schools, and 173 were undecided. In 1948 there was a total of 2,455 students recruited; of these, 941 intended to prepare for elementary schools, 764 for secondary schools, and 221 were undecided. The records for 1949 are too incomplete to make a comprehensive report at this time.

Another of the committee's objectives was to make contacts with other national organizations working on the problem of teacher recruitment and to ask the national president to appoint some members of Delta Kappa Gamma to work with those organizations. Of the sixteen national organizations which were approached, only two had committees on recruitment of teachers: The National Education Association, and the National Commission on Teacher Education and Professional Standards, which is a part of N. E. A.

A summary of the activities engaged in by chapters for the purpose of arousing interest in the teaching profession are as follows: (1) Personal contacts and follow-ups by teachers with high school groups. (2) Radio talks, newspaper articles, poster and essay contests. (3) Apprentice teaching by high school students and college students before the formal education program is begun. (4) Campus and classroom visitations, teas, and longer periods for apprentice teaching. (5) The organization of FTA clubs in high school and college.

The December *Hoosier Newsette* carries an article, "Future Teachers on the March," by Nettie N. Leasure, state chairman of selective recruitment. Indiana now has 15 college FTA chapters which have formed a state FTA organization. The development of FTA in colleges and high schools is being systematically planned by the state organization. Two state-wide meet-

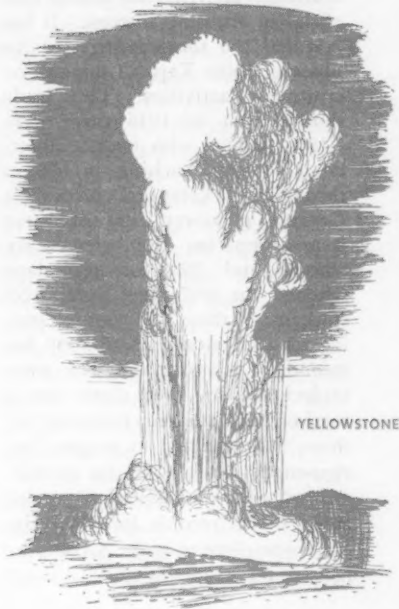
ings are held each year. In 1948 there were 7 high school FTA clubs; by 1949 there were 13; today the number has increased to 38.

In 1949-50 the Indiana State Organization of Delta Kappa Gamma had 10 chapters sponsoring Future Teachers of America Groups and 15 chapters whose members were working with FTA.

A need is felt for more current literature which will supply necessary information to prospective candidates for the teaching profession. M. Margaret Stroh's brochure, *Find Your Own Frontier*, is one of the few such publications available. It may be obtained from Delta Kappa Gamma National Headquarters.

The brochure, *Invitation to Teaching*, which Margaret Wasson, last year's holder of the Berneta Minkwitz scholarship, plans to publish in connection with the problem on which she is working for her doctorate, should be a valuable addition to this field of publications. The Spring 1950 issue of *Delta Kappa Gamma Bulletin* summarized Miss Wasson's plan of study in the field of teacher recruitment.

In conclusion, the facts as presented in this report show a need for action on the part of those concerned with and interested in education. Although definite measures are being taken to remedy this problem created by the shortage of elementary teachers, more and greater efforts in this direction will have to be expended.



REACHING HIGHER IN TEACHER RECRUITMENT

Is This the Answer?

ADELAIDE N. BAKER

WHEREVER I go I hear that, in continuous effort to attract teachers, Delta Kappa Gamma stands at the top. In representative groups, our members are often the ones asked to give leadership. The

Governor's Commission for the Improvement of Education in Connecticut gave them a high place in its discussions and reports.

In this state, their work has helped to set a pattern of selective recruitment which I see running through the excellent reports of the National Committee, compiled from all of the state branches. In general, it is a pattern of careful definition of quality and aims, early contacts with the kind of young people who would meet

such standards, aid in entering colleges, with a follow-up to see that encouragement is given until the teacher actually fills the position for which she has been recruited.

But through the recent reports now runs a thread of concern. What more can be done? There is still a lag in filling the elementary school positions. The fact that high school surpluses appear in many states, as reported by the Research Division of the National Education Association in their "Advance Estimates of Public Elementary and Secondary Schools for the School Year 1950-51," points a direction in which to look for the answer to the problem: "If the developing oversupply of regular secondary teachers in a number of states could be turned to elementary school teaching, most of the substandard certificates could be replaced by 1955-56." This highlights the encouraging fact that it is not any longer the unwillingness of young people to teach, but the failure to fit them to the most needed vacancies, that we must consider. The trend toward higher



salaries, the widespread publicity on the need, increasing respect from the public, organized in Parent Teacher Associations, Citizens' Groups and Study Councils, have all appealed to high-minded young men and women, and made them proud to announce that they were preparing to teach.

I found this to be true when in 1949-50 I undertook a widespread recruitment under the Connecticut Department of Education. I found I had only to announce that I would meet with students interested in learning about the profession to have enthusiastic candidates besiege me for interviews and group discussions. This was in the leading colleges of the East. But, when I told them that the vacancies we had in Connecticut were largely in the elementary schools and that the requirements for certification were not met by their four years of college training, they were deeply disappointed.

"What are we in college for, then?" one young Wheaton senior said humorously. It was a new idea to most of them that the requirements for the high school jobs could be more easily met by their academic preparation than those for teaching of younger children.

To meet this problem, Connecticut had developed the Emergency Training Program to give to selected college graduates the special skills in elementary education which make up so large a factor in teacher certification for the elementary schools. It is to teach those

skills that in the past 50 years state-supported teachers colleges have been developed. Since it is their main or only emphasis, they have carried it to lengths which would amount to a major department in a regular college curriculum and they have set up practice schools, often the most expensive part of the program.

Delta Kappa Gamma has assumed, in its selective recruitment, that to urge high school students to seek such education at the end of their secondary preparation was the answer to the problem. Yet all the teas to introduce attractive examples of elementary teachers, to offer single salary schedules, to exhort to duty, have not overbalanced the call of such experience as the best liberal arts colleges offer to high school graduates. Our own Delta Kappa Gamma members cannot conscientiously urge their gifted students to turn from that call. Many students are not ready to make a vocational choice at all before junior or senior year at college. Sidney Wood, of the British Ministry of Education, speaking of the British answer to shortage of teachers, told how they had gained by recruiting men and women who had prepared for, or even practiced, other professions before they turned to teaching. "For too many," he said, "teaching has been an adolescent choice." The fact has not only lost us fine potential teachers, but has embedded in the profession others who should not have become teachers at all.

If we are true to our educational standards, we should seek students who will bring to teaching—elementary school teaching as well as secondary and college teaching—the wider background that they can acquire in college and university education, side by side with young chemists, anthropologists, social workers, creators in arts, and engineers. All these will be the members of the community in which teachers work. More than any other profession, teaching requires breadth of human experience. To segregate our teachers too young takes away something important from their professional training at the same time that it limits the adventurous experiences and contacts youth craves. Teachers colleges are facing this in a variety of ingenious ways. But to face it within the teachers' training school is only a partial answer. It applies only to those who choose to, or must, limit their four college years to teacher training institutions. While we continue encouragement in our selective recruitment to those who accept that pattern, we must meet the problem on higher ground as well. That ground is in the liberal arts colleges and in the certification bureaus of our State Departments of Education.

It was heartening to me to find in the liberal arts colleges I visited—thirty or more—an increasing willingness to accord teacher education an important place in their curriculum. They begin to see

that this is not essentially vocationalism but a foundation to the whole educational process and essential to its future. In a small brochure, "Education at Wellesley," the first sentence is: "The Department of Education at Wellesley is concerned with the same things that the college as a whole is concerned with—helping students become more discerning and responsible people . . . the Department is interested in helping students become teachers, though it does not consider this as essentially different from becoming thoughtful and considerate human beings. Teaching is considered as an activity which depends for its success far more on the quality of the person teaching and the depth of his understanding of the subject than upon any methods and techniques that can be memorized. IN THE BELIEF THAT METHODS ARE BEST DEVELOPED BY BEGINNERS THROUGH WORK IN SCHOOLS UNDER THE EXPERT GUIDANCE OF EXPERIENCED TEACHERS, THE DEPARTMENT ENCOURAGES STUDENTS TO GO INTO SCHOOLS AS STUDENT TEACHERS DURING VACATION OR IN THE YEAR IMMEDIATELY FOLLOWING GRADUATION."

While they are on the college campus, they work at the Anne Page Memorial School and visit local public schools. Smith College has a fine Department of Education and Child Study with a staff

of thirteen, and two campus practice schools, as well as arrangements for supervised apprentice teaching in the public schools. These are milestones in a road that the best liberal arts colleges are following rapidly. The Harvard School of Education has added a Master of Arts in Teaching to its more theoretical approach. The president of Yale took for his text, in a recent address, Jefferson's words, "The public schools are the most legitimate engine of government," and pledged Yale to their service and improvement.

What part shall Delta Kappa Gamma play in this trend? We can discover, publicize, and encourage new moves in teacher education in our own colleges or those in our present vicinity. We cannot continue to spread the idea that liberal arts students approach teaching with impractical theories if, in fact, they have been given a good professional foundation along with a look at many other fields of human experience. We should emphasize the growing move to regard elementary school teachers as the most important elements in democratic education and to help colleges dignify their training.

We should turn our recruitment endeavors into this higher field to urge students ready for college specialization to consider choosing the best base for a teaching career. Some of our visits, teas, letters should be turned now in this direction. We can give, from our experience with schools, information

to students and, it must be admitted, a more realistic picture to some of the faculty preparing those students and to Placement Officers advising them on careers. Let us get close to our colleges.

But when we have interested the students, and the faculty and vocational officers, what avail if rigid state certification rules, conforming to a specialized training, are the only measure of their fitness to take the positions so sorely in need of their gifts? In the field of elementary education, especially, certification has been developed along with a training limited to a state's own teacher's college curriculum. Reciprocity among a few states is widening the geographical background to some extent—a desirable change. But to widen the requirements to admit also teachers from more varied types of teacher preparation would raise, rather than lower, standards. Making the list of credits longer and longer, establishing certain courses without which no teacher can start to teach, has often been mistaken for the raising of professional standards. Instead, it has frequently shunted away those who had much to give.

The real difficulties in the path of this new approach to certification can be faced. The artificial difficulties must be brushed aside. I feel a study of this problem alone is a contribution we can make. Many of our Delta Kappa Gamma members are especially qualified to help us here. We have administrators, members of departments of

education, heads of public and private colleges. I am glad to see that Delta in Kirksville, Missouri, has compiled a study of certification requirements from the bulletins of forty states. On this we should build a real analysis of the type of standards that have a creative and not merely a protective effect on the profession.

What should animate our new approach to these higher reaches in teacher recruitment is a belief that maturity and breadth of experience must be secured in our teaching body, that professional growth goes on after appointment, that the needs of the schools demand the inclusion of all types of students, those prepared in state teachers colleges *and also* those graduating from the liberal arts colleges. If any of those colleges fail to give a base to education, they are failing democracy. If any of them assume that they have the only rule of thumb by which to train teachers, they are intellectually arrogant to a degree that unfits them to inspire teachers. Their interaction and co-operation are the best strength our profession can have.

Delta Kappa Gamma, with members who have profited by both backgrounds, can bring this interaction to fulfillment. Continued work to improve and fill the teachers' colleges should go on. They have acted as pioneers in the education of the young child. But, let us add to our efforts—the attracting of more liberal arts graduates. Let us attract them to elementary school

teaching as well as to the secondary schools. There should not be such a hard and fast division of skills or gifts. To make more flexible movements in the field of teaching possible, let us develop state standards that open wide the door of quality, without letting in mediocrity. The constant re-study of entrance requirements, of report cards, of all means of assessing individual performance goes on in every educational institution. To keep that healthy trend alive in State Departments of Education would give use certification standards that would help us ATTRACT (I prefer this word to RECRUIT) the teachers we want. A person reading the State Standards should warm to the effort to meet that standard, not turn away in disgust as is sometimes the case.

Reaching higher into the definition of our goals, attracting to our profession those who, at any age, and with any first-class intellectual and social background, show the mettle of the teacher, should be the work of our Delta Kappa Gamma Selective Recruitment. For the present, filling the needs of our elementary schools should be our stressed objective. But, with an attitude sufficiently broadened, the free movement of good teachers from one level to another would be accelerated, and the bottlenecks which produce temporary shortages in one field or another would be broken. It is in the long view and with the broad vision that we must work.

OUR GLOBAL EMBASSY ON PARK AVENUE

With an unstuffy air and in ungilded quarters,
the U. N. Mission carries on a world diplomacy

By GEORGE BARRETT

(Reprint from the *New York Times Magazine*,
November 27, 1949, by special permission)

HIGH up in No. 2 Park Avenue in New York, a young man dressed in unobtrusive gray watches silently while a dispatcher slips the last secret paper into a thick leather pouch, snaps a lock, and, as a final guarded touch, double-seals the lock with lead.

With a quick nod of good-by the man in gray slings the pouch under his arm and rides the elevator to the lobby. He hesitates a moment at the vaulted entrance, wondering whether to walk or hail a cab, but decides suddenly to cross the wide avenue to a small maroon jeep, which takes him at once to Pennsylvania Station and the express to Washington. He has strict orders to keep the pouch with him at all times—even in bed—and if his life depended on it he could not open the lock, for he carries no keys.

At a different hour every day—or night—this Hitchcock-like episode matter-of-factly marks up another day at this country's permanent Mission to the United Na-

tions. This particular man in gray—he could as well be a middle-aged man in striped blue or heather tweed—is a State Department courier carrying a heavy load of classified material to Washington to keep the country's capital keyed to vital developments at the current General Assembly session at Flushing Meadow.



CARLSBAD
CAVERN

The mission in Manhattan is just a bouncing 4-year-old newcomer among the sixty-six diplomatic establishments maintained by the United States. But, as the first United States Embassy to the world, it already has assumed a place equal to, if not surpassing, such venerable posts as London or Paris. Virtually everything important that happens anywhere in the world—politically, economically, culturally or scientifically—now must be communicated not only to the State Department but to the U. N. Mission as well.

NO gilded embassy like Queen Marguerita's palace in Rome, Spasso House in Moscow or the Grosvenor Square mansion in London houses the mission. Instead, like most mushrooming organizations, it puts up with makeshift headquarters almost ludicrously plain considering its diplomatic stature.

In divided parts of four floors the global embassy is sandwiched between a cotton textile firm on one side and a concrete-steel corporation and handkerchief manufacturer on the other. No white-gloved marines stand guard at the entrance; there are no iron gates or long, pillared corridors.

State Department limousines with red, white and blue tags compete with trucks and taxis for parking space in front of the neighboring radio shop or liquor store. They carry no special immunities, and tickets for overtime parking are no

novelties to their chauffeurs. Each driver must pay his own fine, and, if any hurrying diplomat demands speed above the legal limit, his chauffeur can tell him to—well, to put it diplomatically, to go whistle.

No matter how high the rank of the diplomat entering the building, he gets no carpeted welcome. Like the clock-watching stenographers and white-collar clerks hustling coffee from the lobby lunch counter, Ambassadors, Assistant Secretaries of State and other dignitaries use the bank of elevators on a first-come-first-served basis and sweat out rides in full cars.

There is one exception: Mrs. Eleanor Roosevelt, delegate to the Assembly and to the Commission on Human Rights, never has to wait, simply by virtue of the great respect accorded her. Secretary of State Dean Acheson may enter the lobby and go unnoticed, but Mrs. Roosevelt creates a stir every time she arrives—which is often before the receptionist is on the job.

The tone of easy-going informality at No. 2 Park Avenue may be misleading at first, but a visitor does not have to go far in the office to notice the security measures that point up its unique importance in the global chain of embassies. A huge red "OPEN" sign tells of a momentarily unlocked safe. Even top personnel must use a buzzer system to get into the communications and code room. A bright red "RESTRICTED" sign in the center of an inner corridor warns you

not even to approach the office of atomic energy experts.

Typists and stenographers must deposit all their memoranda, shorthand notes and carbons in special bags which are picked up for the nightly "burn bags" operation. A delegation officer and a guard take the collection to the basement of 2 Park Avenue and burn the lot in the furnace, first separating the pieces to make sure they are thoroughly destroyed.

SO far there has been no real trouble, but faces still flush at the memory of the bulky package addressed to one delegate. Suspicious guards called the police bomb disposal squad, which hurriedly took the package to a vacant lot, doused it, and opened it, only to discover a dozen bottles of hair tonic.

The prosaic, commercial-looking headquarters for the U. N. Mission may belie its importance; not so its personnel. It is headed by the global Ambassador himself, the Senatorial painstaking Warren R. Austin, whose fifty-five-word title, though it sounds like something from Gilbert and Sullivan, captures the global scope of the mission. The title goes: "United States Representative at the Seat of the United Nations, United States Representative on the Security Council, United States Representative on the Atomic Energy Commission, United States Representative on the Commission for Conventional Armaments, United States Representative on the Interim Committee

of the General Assembly, Chief of the United States Mission to the United Nations."

In short, by executive order, Mr. Austin is boss, even if, as often happens, theoretically higher-ranking diplomats like Assistant Secretaries of State come from Washington to take over special issues. This would not apply, of course, to the President or Secretary of State, two others in the select group who can cast this country's vote in the Security Council. Some idea of Mr. Austin's unique authority may be gained from the fact that at No. 2 Park Avenue Assistant Secretary of State Willard Thorp, who handles the Economic and Social Council, is under him, whereas in Washington Mr. Thorp is the man who sends instructions to Mr. Austin on economic matters.

A further measure of the new mission's stature is the size of its permanent staff, which numbers, all told, 185. And, under a bill just passed in the Senate, Mr. Austin now gets two deputy representatives on the Security Council, thus giving to No. 2 Park Avenue the equivalent of an Ambassador and two Ministers. Such capitals as Paris, London and Rome now have one each. In addition, the Manhattan global embassy will retain Ambassador Francis P. Sayre, representative on the Trusteeship Council, who holds his ambassadorial rank as a personal title of honor from President Truman.

Deputy to Mr. Austin on the permanent staff is John C. Ross, who has been promoted to one of the two new Security Council deputy posts that have been created. Other high-ranking stand-ins for Mr. Austin include Ernest Gross (Security Council), Frederick H. Osborn (Atomic Energy Commission), Frank C. Nash (Conventional Armaments), Charles P. Noyes ("Little Assembly"), Mr. Thorp (Economic and Social Council), and Mr. Sayre (Trusteeship Council). Military and naval attaches in most embassies would have to throw lots of highballs around the global embassy, where three-star "aides" like Lieut. Gen. W. D. Crittenger for the Army, Vice Admiral B. H. Bieri for the Navy, and Lieut. Gen. H. R. Harmon for the Air Force top a military staff list of more than thirty officers. Richard S. Winslow is secretary general, the man who keeps the intricate machinery running smoothly.

Mr. Austin and his staff must know most of the time what is going on between the American Ambassador at Paris, Moscow, London, or Rome and the Foreign Offices there, to say nothing of the counterparts in Pretoria, Quito, Reykjavik, or Kabul. Only then can Mr. Austin and his aides prepare and present to the various bodies of the United Nations an American position carefully and consistently fused with views expressed by our Government in scores of individual diplomatic ex-

changes at capitals throughout the world.

This requires a master briefing operation, which never ends and which adds up to some 160,000 words telegraphed weekly between Washington and Park Avenue, plus an average of 65,000 copies of 800 different documents. It amounts, roughly, to about a half ton of paper that must be shipped in one-way traffic alone to the State Department during every month the Assembly is in session.

THERE are different procedures for the mission's regular operations and the stepped-up activities of the expanded Assembly staff. During the current Assembly the daily strategy sessions are held around a T-shaped table in a large conference room with buff-colored walls and green trim, on the twenty-third floor of No. 2 Park Avenue. The table set on thick green carpeting and surrounded by comfortable green leather chairs, encourages an informal, friendly atmosphere. Usually Mr. Austin presides, and Mrs. Roosevelt sits to one side of him and Dr. Philip C. Jessup, Roving Ambassador, to the other. The rest of the delegates, alternates and advisers flank them along the table.

There is a loudspeaker in the room piped into Lake Success so that each delegation member can keep an ear cocked on proceedings there. Sometimes, even in the midst of an important statement from Mr. Austin, a delegate will gather up his briefcase and dash

from the conference room. Nobody at the table wonders why; their colleague has heard via the loud-speaker that the United Nations Assembly is about to take up some question which is his baby, and he just has time to get to Lake Success, twenty-one miles away.

Leading off the daily strategy discussions is the representative who will handle the question before the United Nations. Others of the delegation chime in, and there is always an expert at hand to answer questions and keep the discussion in line with the facts of diplomatic life.

He may be a regional political expert from the State Department—the Middle East adviser, for example, if the Palestine question is under discussion—or an economist, a scientist, a public liaison adviser who keeps in close touch with potent groups like churches, women's clubs, business associations, and peace organizations. Or, and very important, he may be the press expert who tells the delegates what they may expect in the way of questioning from correspondents. Mrs. Roosevelt once said that she learned more about official United States policy from the give-and-take briefing session with reporters than she did from the delegation meetings.

During the Assembly an Assistant Secretary of State will usually run the cross-table show, but throughout the year it is Mr. Ross who masterminds the daily strategy conferences. After the delegates and advisers have aired their views he

sums up all the talk and invites any further discussion. Then the position evolved by the delegation is passed on to the delegate assigned to prepare the tactical campaign and the speeches (which, again, are gone over thoroughly before they are put to use).

IN all cases, the delegates take into consideration the fact that most issues have gone through a filtering process of surveys, conferences, and analyses by State Department experts.

The discussions are on a free and easy, first-name basis, spiced often by Mr. Austin's anecdotes and farm legends of his native Vermont; in fact, there probably is not a delegate who cannot, by now, give a detailed description and accounting of Mr. Austin's apple orchard.

Mrs. Roosevelt has a knack for cutting in with questions which, on the surface, seem naïve but which her fellow delegates usually are delighted to hear because they go right to the core of an issue. Frequently they are simple, direct questions which her colleagues hesitate to raise for fear of sounding politically inept. Mrs. Roosevelt has no such fears when she wants to get things really spelled out.

Most of the time the discussions are as dispassionate as they are informal, but occasionally there are heated clashes on basic issues. One such incident took place at a meeting aboard the liner *America* when the delegation was en route to the

United Nations General Assembly at Paris a year ago.

Mr. Osborn broke into a general discussion of peace measures with the observation that some things were to be feared more than war—knuckling under to tyranny, for example. It is more dangerous, he went on, to assume that wars were to be shunned at all costs, and perhaps it would be wise to remember that sometimes civilizations had a way of benefiting and flourishing because of war.

Mrs. Roosevelt spoke up instantly. What benefits, she wanted to know, could Mr. Osborn list as deriving from World War II? The ensuing discussion took a mediator to soften the atmosphere before all ended amicably.

New arrivals to the delegation from Washington are dumfounded—and delighted—by the lack of pomp and ceremony at No. 2 Park Avenue.

It is the kind of unorthodox establishment where an awed nod to Mrs. Roosevelt from a new chauffeur brings a Hyde Park invitation to him and his family; where important "skull sessions" (the breezy title is the delegates' own) are conducted in a cafeteria over a cup of coffee (Mr. Austin among those present); where a conference muddle is often cleared up by somebody calling to the Under-Secretary of State Dean Rusk, "Hiya, Dean, how about giving us your ideas a minute?" or to Britain's austere Sir Terence Shone, "Terry, just what's

the pitch on this to keep us straight?"

Visiting VIP's go about the office unnoticed by junior clerks and typists deeply engrossed in a lunch-hour session of canasta. Nobody showed surprise recently when a weary aide, fatigued by a twenty-hour stretch of duty and facing an early morning meeting at Lake Success, just curled himself up on the carpet in his office and went to sleep.

In the unstuffy atmosphere of No. 2 Park Avenue, no delegate or assigned adviser can long subscribe to the *de riguer* concept of diplomacy. Indeed, some of the sidewalk contacts with New Yorkers can be pretty unnerving. Like the time, for example, when Dr. Jessup returned triumphantly to the mission after the historic negotiations which led to the lifting of the Berlin blockade by the Russians. With the praise of nations still being headlined in every newspaper, Dr. Jessup got into the elevator and, recognizing the operator, genially said hello.

"Nice job you done over there," the operator volunteered, holding out his hand and vigorously pumping Dr. Jessup's. "No mistaking, we're all proud of you and sure glad to see you back home, Mr. Jasper."

New York, being the unstarched town it is, may have something to do with the delegation's own informality. But a better explanation lies, perhaps, with the mission's members and employees.

Young and conscientious State Department employees gravitate to the U.N. Mission in New York because, as one relatively new arrival put it, they taste an exhilaration and freedom they never found in Washington service. Consequently, most of the staffers are willing to work longer and harder here, in the conviction that they are doing constructive work—keeping the United Nations alive. Sometimes pressure admittedly gets incredibly heavy, and comely secretaries who have cancelled dates several nights in succession grumble about “slave labor.” Still, they go on canceling dates.

ABOVE all, the global embassy enjoys a unique semi-autonomous position. Mr. Ross, the penetrating deputy to America’s “Ambassador to the World,” compares the United Nations Mission to the solar plexus. For though State Department decisions are instantly hammered home here, the Mission, like all functioning solar plexi, on occasion sends back such painful impulses to the brain center at Washington that the State Department has been forced to make major retreats. This power is possible because people like Dr. Jessup and Mrs. Roosevelt refuse to be robot champions of any and all views laid down by Washington. Many observers look on this phase of the delegation’s influence as healthy, both from a national and international point of view.

One example of policy-shaping

powers occurred at the last Assembly session. The State Department, after extensive study and conferences with delegates here, decided to support a Latin-American move to lift the diplomatic embargo against the Franco Government in Spain.

To many non-Catholic countries, and particularly to the Eastern European bloc under Soviet domination, this proposal constituted a scrapping of Charter principles. Across the delegation’s table vigorous exchanges flew. Benjamin V. Cohen, John Foster Dulles, and Mrs. Roosevelt pressed strongly to have the State Department restudy the question and come up with a less embarrassing answer to the Spanish question. Mr. Austin telegraphed the concerted protest to Washington, and back, chastened, came the word to abstain on the whole issue.

The delegation is, at the same time, not without its painful memories. Feelings are still pretty raw over the Palestine fiasco, when President Truman, without advance word to the delegation, suddenly announced de facto recognition of Israel—tantamount to finalizing the Assembly’s partition resolution—while at that very moment our representatives were arguing before the Assembly for a new Palestine plan—tantamount to shelving the partition program.

Like the living scale of the mission itself, Mr. Austin’s is simple and unostentatious, compared to that of envoys in foreign capitals.

His salary, just increased to \$25,000, puts him, figuring taxes, in a wage bracket not much higher than that of a second-level assistant general secretary at the U.N. He has a black Cadillac limousine and a chauffeur at his disposal, and his rent is paid for a six-room suite in the Waldorf Towers (the kind for which the Waldorf charges \$15,000 to \$20,000 yearly). He has only one servant, and Mrs. Austin does all the family cooking.

Just for comparison, it should be noted that our Ambassador to Paris is housed in a mansion formerly owned by Baron Rothschild, of international banking wealth and renown, and in London the American Ambassador gets a total of \$75,000 yearly to run, among other things, his Prince's Gate residence, formerly owned by J. P. Morgan.

Mr. Austin shares the forty-second floor of the Waldorf Towers with two neighbors down the hall. He defers to diplomatic display just enough to put a large circular shield—the embassy seal—over his apartment door. Through high French windows in his two-story living room he looks across Manhattan's skyscrapers at the marble blocks of the United Nations world capital, rising rapidly on the East River site. It is a view in which he rightfully takes deep pride. He

played a leading role in establishing the headquarters here, and as chairman of the special advisory committee he now checks on practically every trowel of cement that goes into the \$65,000,000 project.

This is the kind of personal devotion to the U. N. idea that Mr. Austin inspires in staff members almost from the day they go to work at 2 Park Avenue. At first glance, he looks like a gentle caricature of an old-time Senator, pince-nez spectacles and all. But to the staff members, who are devoted to him, he is the personification of sincerity and faith, their own included, in U. N. On occasions, Mr. Austin's emotional dedication to the cause of world peace has proved embarrassing, and may do so again sometimes. But as one aide observes: "That's the kind of embarrassment the world could use a lot of right now."

Recently, after a particularly arduous day of meetings, a public address and a banquet, Mr. Austin was asked where he got the strength to push so hard at his job. Characteristically, his lips tightened for a moment into a grim, determined line. Then he answered: "I've found inexhaustible resources for United Nations work—sometimes I think that's why I was put on this earth."



Teaching about the United Nations

So many requests come to this headquarters office for suggestions concerning materials and methods that may be used to teach children and older students about the United Nations that we are including in this issue of the BULLETIN a portion of the fine bibliography prepared by Dr. Helen Dwight Reid, Chief, European Section, Division of International Educational Relations in the United States Office of Education. In addition to the sources, periodicals, and suggestions for teachers which are cited in this list there are many texts, handbooks, and commentaries which are useful for college students or adult groups. Besides these there are scripts and recordings suitable for twelve to eighteen-year-olds which are available at the

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United Nations Radio Division in Lake Success. Several plays for children are obtainable as well as films and film strips. Excellent charts, posters, and maps are available at the United Nations Division of Public Information, The Division of Public Liaison of the Department of State, United States National Commission for UNESCO, and the American Association for the United Nations. If supplements to the list furnished herewith are desired, they may be obtained by writing to the Office of Education, Washington 25, D. C., and asking for the complete bibliographies prepared by Dr. Helen Dwight Reid.

Sources:

The Educational Liaison Section, United Nations Department of Public Information, Lake Success, N. Y. prepares and distributes materials useful for teaching about the UN, and should be consulted for up-to-date lists of documents, posters, pamphlets, filmstrips and films, and for the location of your nearest Volunteer Educational Center. These Centers provide complete collections of UN publications for reference or local loan. Orders for publications of UN, UNESCO, etc., should be sent to International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. (Listed as *C. U. P.*)

The Division of Public Liaison, Department of State, Washington 25, D. C., is a good source for pamphlets and charts; samples are usually available free to teachers and organization leaders. The UNESCO Relations Staff, Department of State, has for similar distribution a limited supply of the publications of UNESCO and of the U. S. National Commission for UNESCO. Orders for purchase of materials published by the Department of State, or by any other agency of the United States Government, should be sent to Superintendent of Documents, Government Printing Office, Washington 25, D. C., accompanied by remittance payable to the Superintendent of Documents. (Listed as *G.P.O.*)

The Office of Education provides

a consultation service and samples of UN materials to assist teachers, and requests reports of successful teaching experiments for inclusion in the reports of the United States to UN.

The U.S. Mission to the United Nations, 2 Park Avenue, New York 16, N. Y., compiles kits of materials for teachers and community leaders, and arranges group visits to UN Headquarters.

The National Citizens Committee for UN Day, set up by the President each year, coordinates activities of major national organizations, and distributes, through them, materials and suggestions for observance of UN Day, October 24.

The following educational and civic organizations issue useful study guides, pamphlets, bibliographies, and other materials; it would be well to consult their current lists:

American Association for the United Nations, 45 E. 65th St., New York 21.

Pamphlets; posters; kits for teachers, students, program leaders; annual UN contest for high school students; United Nations Youth Clubs.

American Association of University Women, 1634 I St., N. W., Washington 6, D. C.

Study guides on current issues; handbook for leaders, "We Earn the Future."

American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C.

Studies and pamphlets on adult level, useful for teachers.

American Library Association, 50 East Huron St., Chicago, Ill.

Bibliographies, "The Booklist—A Guide to Current Books," etc.

Brookings Institution, 722 Jackson Place, N. W., Washington 6, D. C.

Books, pamphlets, study guides at college level; "Major Problems" (annual), and monthly "Current Developments in United States Foreign Policy."

Carnegie Endowment for International Peace, 405 W. 117th St., New York 27.

International Relations Clubs (colleges); "International Conciliation."

Council on Foreign Relations, 58 East 68th St., New York 21.

Scholarly books and pamphlets; "Foreign Affairs;" etc.

East and West Association, 62 West 45th St., New York 19.

Bibliographies, film lists, picture portfolios; speakers' bureau.

Foreign Policy Association, 22 East 38th St., New York 16.

Pamphlets ("Headline Series"), research reports, weekly news bulletin.

Institute of Pacific Relations, 1 East 54th St., New York 22.

Teaching guides, bibliographies, pamphlets, map worksheets.

League of Women Voters of the U. S., 726 Jackson Place N. W., Washington 6, D. C.

Simple pamphlets and discussion outlines, etc.

Library of Congress, Washington 25, D. C.

Bibliographies on special topics, and general list on international relations.

National Education Association, 1201 16th St., N.W., Washington 6, D. C.

Kits for teachers; research studies; school International Relations Clubs.

Public Affairs Committee, 22 East 38th St., New York 16.

Monthly pamphlet series ("Public Affairs"); kits on special topics.

Rotary International, 35 E. Wacker Drive, Chicago 1, Ill.

Illustrated pamphlet study guides; monthly "Report on UN."

Woodrow Wilson Foundation, 45 East 65th St., New York 21.

Bibliographies, pamphlets, documents; monthly "United Nations News."

World Peace Foundation, 40 Mount Vernon St., Boston 8, Mass.

Pamphlets, books, quarterly bibliography of "Documents of International Organizations"; quarterly, "International Organization."

Periodicals (specializing in UN and current international developments)

United Nations Bulletin: Illustrated semi-monthly, published by UN Department of Public Information; provides a concise international account of the work of the UN and its Specialized Agencies; C.U.P., \$4.50 a year.

United Nations World: Illustrated monthly magazine for the general readers; special student section; 385 Madison Ave., New York 17; \$4 a year.

Report on UN by Rotary International: Monthly 4-page digest of current developments; Rotary, 50 cents a year (also quantity prices).

United Nations Reporter: Monthly leaflet prepared by UN for students; subscribe c/o James Gray, Inc., 216 E. 45th St., N. Y. 17; \$1 a year (also quantity rates).

United Nations News: Monthly summary, Woodrow Wilson Foundation, \$3 a year.

The Department of State Bulletin: Weekly, often containing articles and documents on U.S. policy in the UN; G.P.O., \$5 a year.

A Current Review: Economic and Social Problems in the United Nations: Periodic background analyses, available on request from Division of Public Liaison, Department of State, Washington 25, D. C.

U.S. National Commission UNESCO News: Monthly, reporting UNESCO activities and those of national organizations and the Commission in U. S.; G.P.O., \$1 a year.

UNESCO Courier: Monthly report by UNESCO on its world activities; C.U.P., \$1 a year.

Foreign Affairs: Quarterly, authoritative articles, lists of current books; Council on Foreign Relations, \$5 a year.

World Affairs: Quarterly, articles on current problems; American Peace Society,

- 1612 I St., N.W., Washington 6, D. C. \$2 a year.
- International Conciliation*: Texts of documents, etc.; Carnegie, 75 cents a year, (10 issues, 10 cents a single copy).
- Current Developments in United States Foreign Policy*: General Summary of current international developments and documents; Brookings, 10 issues a year \$5.50.
- Documents of International Organizations*: Quarterly bibliography, guide to the publications of all UN agencies; World Peace Foundation, \$2.50 a year.
- International Organization*: A scholarly and comprehensive quarterly summary of current activities of all international organizations, including UN, with texts of many key documents. First issue, February 1947, valuable for historical evolution of UN, genesis of the veto, etc. World Peace Foundation, \$3.50 a year, \$1.25 a copy.
- Suggestions for Teachers as to Methods and Materials*
- A Better World*: Manual of suggestions for teaching about UN in elementary and junior high grades; Curriculum Bulletin, 1946-47, Board of Education of the City of New York, 110 Livingston St., Brooklyn, N.Y. (out of print).
- Books to Help Build International Understanding*: A list of books for children and young people, selected and annotated by Nora E. Beust, Office of Education, 1948 (out of print; new edition in preparation).
- The Challenge of Atomic Energy*: A resource unit and discussion guide for teachers and group leaders, by Ryland W. Cray, Hubert M. Evan, Albert Gottlieb, and Israel Light; Teachers College, Columbia University, N.Y., 1948.
- Community Action for United Nations Day*: A handbook prepared by Virginia Parker for the National Citizens Committee for UN Day, 816 21st St., N.W., Washington 6, D. C., August 1950, 25 cents.
- Community Education in Foreign Affairs*: A report on activities, including the role of the schools, in 19 American cities, by W. Harold Dalglish; Council on Foreign Relations, 1946, 50 cents.
- Education and Point Four*: Statement by the Educational Policies Commission, N.E.A., June 1950, with documentary appendix; N.E.A., 20 cents.
- Education for International Understanding*, by Thomas R. Adam: A discussion of methods and techniques of adult education for international understanding; Institute of Adult Education, Teachers College, Columbia Univ., N.Y., 1948.
- Education for International Understanding*: A report describing more than 100 examples of learning experiences designed to contribute to world-mindedness of elementary and secondary school pupils; N.E.A. 1948, \$1.
- Free and Inexpensive Learning Materials*: Indexes, books, pamphlets, etc., on many subjects, including "United Nations"; George Peabody College for Teachers, Nashville, Tenn. 1949; 25 cents.
- Free and Inexpensive Materials on World Affairs for Teachers*, compiled by Leonard S. Kenworthy, 500 Riverside Dr., N. Y. 27; \$1 from author.
- How Can We Join Forces in the World to Guarantee Peace and Security?* A unit in 12a Civics prepared for the Chicago Public Schools, April 1949.
- How To Build a Unit of Work*, by Ruth G. Strickland: A basic guide for elementary teachers in preparing units to fit the needs of children in their own classes; Office of Education Bulletin 1946, No. 5; G.P.O., 15 cents.
- How To Find Out About the United Nations*: Helpful pamphlet listing resource materials; prepared by UN for teachers, adult groups; 1950, C.U.P., 15 cents.
- How To Wage Peace*: by Hans W. Rosenhaupt: A useful handbook describing briefly the organizations engaged in various types of international activity, listing sources of materials, with practical suggestions for action by the individual or community; John Day Co., 62 W. 45th St., N.Y. 19; 1949, \$2.95.
- The Instructor*: Special United Nations issue, May 1949, contains practical ideas

- for school activities at all grade levels; Dansville, N. Y., 50 cents.
- International Understandings—Resource Units for Elementary Teachers*, prepared in a Workshop at Kansas State Teachers College, summer 1948; Suggestions for activities, lesson outlines for various grade levels, lists of books for children and for teachers; Kansas State Department of Education, Emporia, 1948.
- Learning World Goodwill in the Elementary School*: An analysis of ways in which attitudes of goodwill can be built in elementary-school living, emphasizing school-community relations; 25th Yearbook, Department of Elementary School Principals, 1946; N.E.A., \$2.
- Let's Face the Facts and Act*: A curriculum bulletin showing how the public elementary schools of one city are teaching about the United Nations; Curriculum Bulletin No. 23, Board of Education, St. Paul, Minn., 1948.
- Our Rights as Human Beings*: A discussion guide on the Universal Declaration of Human Rights, prepared by the UN Department of Public Information for teachers and group leaders; 1949, C.U.P., 15 cents.
- Operation Atomic Vision*: A project in community education on atomic energy for senior high schools, prepared by Hubert M. Evans, Ryland W. Crary, and C. Glen Hass, illustrated by Ruth Robbins; National Association of Secondary School Principals, N.E.A., 1948, 60 cents.
- The Role of Colleges and Universities in International Understanding*: Report of a conference held at Estes Park, Colo. June 1949; recommendations of key educators as to curriculum, extracurricular activities, training of specialists, etc.; American Council on Education Studies, Series I, No. 38, 1949; \$1.
- Selected Materials and Aids for Teaching About the United Nations*: A mimeographed list of bibliographies, books, documents, films, scripts, and other materials for students and teachers, compiled by Elwyn H. Odell, Central Washington College of Education, Ellensburg, Wash., 1950.
- Selected References*: No. 17, *Social Studies Courses of Study*: No. 18, *Teaching the Social Studies*: Annotated bibliographies prepared by the Division of Elementary Education, Office of Education, Washington 25, D. C., 1949; free.
- Teaching About the United Nations and the Specialized Agencies*: Report by the Secretary-General of the United Nations and the Director-General of UNESCO to the Economic and Social Council, July 1950; A valuable comprehensive analysis of the extent and methods of teaching about UN in the various member nations; appendices list teaching aids, volunteer centers, etc.; UN document No. E/1667; C.U.P., 70 cents.
- Teaching United Nations*: Brief pictorial report; N.E.A. 1949; \$1.
- Textbook Improvement and International Understanding*, by I. James Quillen: A study prepared for the Committee on International Education and Cultural Relations; American Council on Education, 1948; \$1.
- "To Unite Our Strength"*: A study course on the UN, with good brief analyses, questions for discussion, and suggested topics for reports; prepared by Frances A. Thomas for the National Federation of Temple Sisterhoods, 3 E. 65th St., N. Y. 21; March 1949; 50 cents.
- Toward World Mindedness*, by Elizabeth G. Taylor: A brief account by the principal of Beauvoir School, describing some experiences of children 3-9 years old; reprint from *Childhood Education*, October 1949.
- Towards World Understanding*: A series of UNESCO publications for teachers, some developed in international seminars; 1. *Some suggestions on Teaching About the United Nations and Its Specialized Agencies* (10 cents); 2. *The Education and Training of Teachers* (20 cents); 3. *A Selected Bibliography* (30 cents); 4. *The United Nations and World Citizenship* (10 cents); *In the Classroom with Children Under Thirteen Years of Age* (20 cents); *The Influence of Home and Community on Children Under Thirteen Years of Age* (20 cents); *Some suggestions on the*

- Teaching of Geography* (40 cents); all 1949; available from C.U.P.
- Understanding Through Education: A report on education and the world situation* reprinted from *The School Executive*, October 1946; 15 cents.
- "*The UN and the Schools*," by Gladys Murphy Graham: Report of a nationwide survey conducted by branches of the A.A.U.W. in 176 selected communities; A.A.U.W. *Journal*, Winter and Spring 1949.
- The UNESCO Story: A resource and action booklet for organizations and local communities*, profusely illustrated; many practical suggestions; prepared by U. S. National Commission for UNESCO, 1950; G.P.O., 55 cents.
- United in Mind: A unit of study on the UN*, prepared for use in Ithaca senior high schools by Loreta E. Klee; suggested content, survey of attitudes, inventory testing development of constructive attitudes; Ithaca, N. Y., 1948.
- United Nations in the Schools: Suggestions for classroom and extracurricular activities at elementary and secondary levels*; American Association for the United Nations, 1950, 10 cents.
- The United Nations in the Secondary Curriculum*, by Royce H. Knapp: How the UN can be brought into the social studies curriculum; reprinted from *Social Education*, April 1949; National Council for Social Studies, N.E.A., 10 cents.
- The United Nations—You and Others: A curriculum bulletin for high schools*, by Leila Asher; Curriculum Bulletin No. 24, Board of Education, St. Paul, Minn., 1948.
- Use of Audio-Visual Materials Toward International Understanding: Report of a conference sponsored jointly by the American Council on Education and the Film Council of America*, June 1946; American Council, \$1.25.
- Visitors' Guide to the United Nations: Leaflet giving useful information about the UN buildings and how to reach them*; D.P.I., 1950.
- We Are World Citizens: Bulletin outlining social studies units for furthering intercultural understanding, grades 4-7*; Board of Education, Bay City, Mich., 1946.
- We Earn the Future*, by Gladys Murphy Graham: Practical suggestions for group leaders as to techniques and materials; A.A.U.W., 1947; 25 cents.
- The Will to Co-operate—a Discussion Guide on the General Assembly: For leaders of adult groups, or high-school teachers*; 1949; C.U.P., 15 cents.
- Women and the United Nations*, by Ester W. Hymer: A guide with suggested questions for discussion; International Federation of Business & Professional Women, Hotel Biltmore, New York, 25 cents.
- World Understanding Begins with Children*, by Delia Goetz: A guide to assist teachers in selecting and evaluating materials and sources, with suggested methods of incorporating international relations in the elementary curriculum; Office of Education Bulletin 1949, No. 17; G.P.O., 15 cents.



YELLOWSTONE

Pertinent Information Concerning Regional Conferences



NATIONAL MONUMENT UTAH

NORTHWEST REGION

Miss Ella Blunk, Regional Director, 1017 West Louise Street, Grant Island, Nebraska

Time—June 21, 22, 23, 1951

Place—Wort Hotel, Jackson, Wyoming

Speakers — Mrs. Ada Mead, Omaha—Luncheon; Mrs. Eunah Holden—Dinner

The Northwest Regional Director has sent to all chapters in her region specific information concerning facilities available, additional trips, functions planned, and a

registration blank which can be used for making the members' reservations. The Union Pacific Railroad has offered to arrange for special sleeping cars for a minimum of eighteen persons. Numbers of members in the Northwest Region are planning to make travel arrangements together so that better transportation facilities may be afforded. Room reservations should be made before May 31, 1951 with the Manager of the Wort Hotel, Jackson. He will make any reservation desired either at hotels or with some of the nearby motels or lodges.

Reservations for the steak dinner on Snow King Mountain, the Birthday Luncheon, and the formal dinner should be mailed before May 31, 1951 to Miss Frances Brodie, Box 133, Cheyenne, Wyoming.

SOUTHEAST REGION

Miss Henrietta Thompson, Regional Director, 8 Druid Court, Tuscaloosa, Alabama

Time—August 2, 3, 4, 1951

Place—Hotel Roanoke, Roanoke, Virginia

Speakers—Dr. Anne Gary Pannell, President of Sweetbriar College; Mrs. Norma Smith Bristow, Former National President; Mrs. Eunah Holden, National President

Registration begins Thursday morning, August 2, 1951 and the first conference session is that afternoon. There will be time for discussion groups and committee meetings.

Special features will be an open meeting Thursday night to which local educators and friends will be invited, an automobile ride along the Skyline Drive, and a visit to Natural Bridge.

Members are urged to register in advance and make reservations for special meals. Reservations should be mailed to Mrs. Jessie Clarke, 1420 Williamson Road, Roanoke, Virginia, by July 25, 1951.

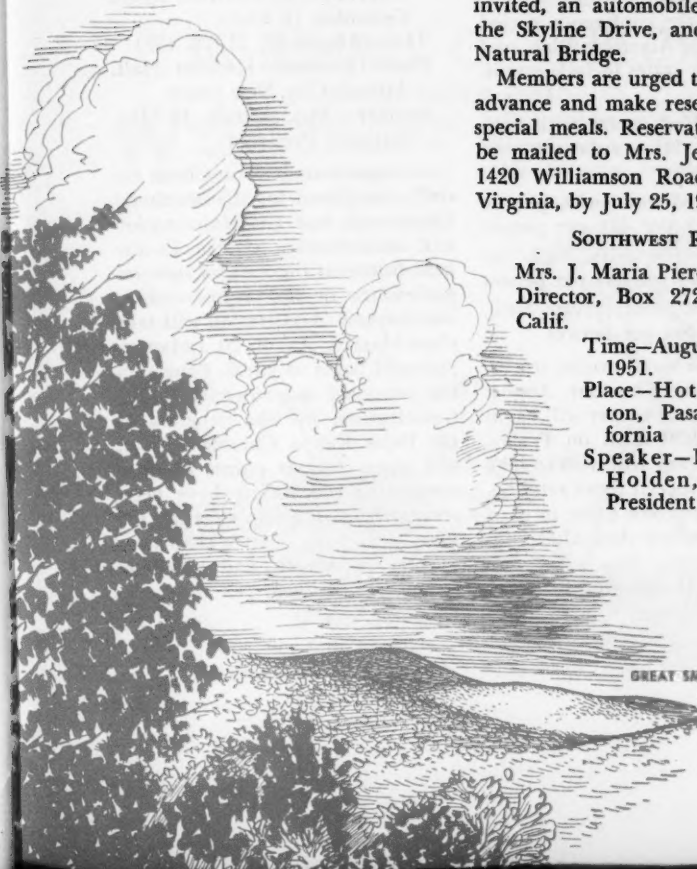
SOUTHWEST REGION

Mrs. J. Maria Pierce, Regional Director, Box 272, Pasadena, Calif.

Time—August 9, 10, 11, 1951.

Place—Hotel Huntington, Pasadena, California

Speaker—Mrs. Eunah Holden, National President



GREAT SMOKY MOUNTAIN
NATIONAL PARK

Because of the great interest being shown on every hand, it is expected that the Southwest Regional Conference will attract large numbers. For this reason, members are urged to make hotel reservations as soon as possible. Each chapter president in the region has received registration and reservation materials; so ask your president for the proper blanks if you have not already been supplied.

If these are not easily available, you can, of course, write directly to Mr. Vincent Burns, Hotel Huntington, Pasadena, California.

Rates for the conference period will be on the American Plan, and are as follows (rates include gratuities):

2 twin-bedded rooms with bath between, \$11 per day per person

Twin-bedded room with private bath, \$13 per day per person

2 single rooms with bath between, \$14 per day per person

Single room with private bath, \$15 per day per person

While some social events are being planned for Thursday, August 9, the Conference proper will begin officially at 9:30 A.M. on Friday, August 10. Many will wish to take advantage of special room rates being offered and come early, or plan to stay over a few days after conference.

The Hotel Huntington is one of

the beauty spots in southern California, set in the midst of a community which offers a wealth of interesting things to do. Your greatest problem will be one of selection!

The theme of the conference, you will recall, is "Delta Kappa Gamma Viewpoints," and the meeting should provide rich opportunity for fruitful discussion of ways in which our membership may become even more effective.

NORTHEAST REGION

Dr. Virginia Sanderson, Regional Director, 2826 Stratford Road, Columbus 12, Ohio

Time—August 20, 21, 22, 1951

Place—Chalfonte - Haddon Hall, Atlantic City, New Jersey

Speaker — Mrs. Eunah Holden, National President

Arrangements have not been entirely completed for the Northeast Conference, but final information will undoubtedly be sent in the near future to the various state organizations in the region and to the chapters. Registration will take place Monday, August 20, and meetings will begin at 10:30. Panels on the proposed amendments to the Constitution, on the progress of the Delta Kappa Gamma Society, and upon various points of view concerning the Society have been arranged. Small group meetings for state presidents, state chairmen, chapter presidents, and members have been planned.

Retirement systems for teachers are in existence now in every state in the Union. Some of them are wholly stable; others are somewhat precarious; still others are subjected to revision from time to time.

The State of Idaho was the last state in the Union to establish a retirement system. It has been proposed by the current administration in Idaho that the retirement system should be reviewed every two years and be subjected to constant possible revision. Undoubtedly many retirement systems need revision in the direction of increasing annuities and providing a greater degree of security for their members. The kind of review, however, proposed in this state is a dangerous one and may lead to the loss of security among the teachers and be responsible for a mass exodus of teachers from the state.

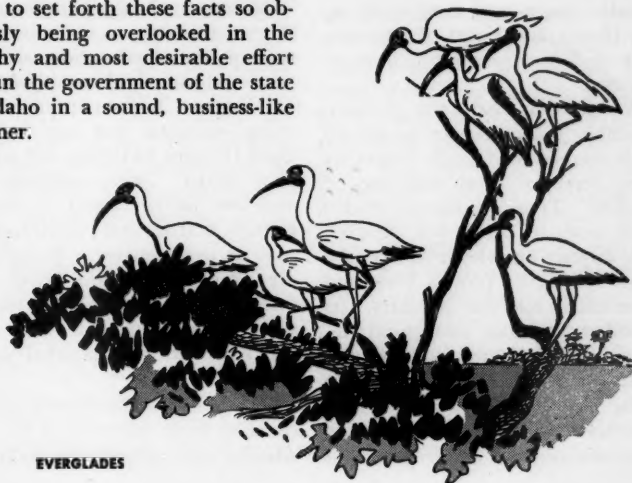
Mrs. Maye Anita Johnson, one of our own energetic members who was continually active in getting a retirement system established in 1945 has entered the fight again to insure that the teachers of Idaho shall not suffer in a current and short-sighted economy drive. The following article appeared recently in the Idaho "Sunday Statesman." It is so statesmanlike in its approach and so logical that it should be read by all teachers interested in maintaining their professional integrity and a degree of security to which they are entitled.

IN BEHALF OF CHILDREN

MAYE ANITA JOHNSON

WITH due respect to all in authority and without recriminations toward any man or any party, we still feel it our duty to set forth these facts so obviously being overlooked in the worthy and most desirable effort to run the government of the state of Idaho in a sound, business-like manner.

Our children are falling heir to citizenship in a world in death grips between communism, god-



EVERGLADES

lessness, and human slavery on one hand; and liberty, freedom of thought, and enterprise by God-fearing peoples on the other.

Ignorance is the breeder of superstition, poverty, and serfdom. A citizen educated to weigh values, to invent, and by research discover ways of making life richer and labor easier and more profitable will not lightly give up his birthright to anyism or armed aggression. Such a citizen is a mighty asset to his community, his state, and his nation. He is not only a producer; he is the most valuable consumer of all goods which enhance living.

NO matter how honest and sincere our efforts and desires to economize, we cannot afford at this crucial moment in world history to sell our children short on both ends. The armed might and aggressive forces now swallowing up the liberty and rights of free men may of dire necessity rob them at one end.

At eighteen years our children probably must prepare to defend their country and their liberty by sheer force of arms and lives if need be. There are left but twelve short years in which our children may acquire knowledge of essential facts and skills plus a love and veneration for our country, its founders, its ideals, and its citizens. In this brief span they must also learn to really think, to dig up facts, to weigh values, and by wisdom and astuteness to outsmart the most diabolically clever group of

men who ever sought to subject the entire world to slavery.

With all proper respect to all our great American leaders who are doing their best to handle the problem, we are all thinking and praying for greater wisdom and skill to be given to them by God, in whom we trust. We are frankly told that this momentous struggle will be a long and desperate one.

In this titanic combat we shall win not by force of arms, essential as they may be, but by the wisdom, the insight, the vision, the dedicated statesmanship and grasp of the world problems of humanity by America's leaders and citizens. The vast mass of the human race of today has never been blessed with our wonderful experience of enjoying any degree of freedom—from want, from fear, from oppression.

Billions are being spent for arms. By economizing on the more strategic power of education we must not hand our children this double handicap. Children in Idaho are being educated and can be educated in many buildings old and in poor repair. Many children can and are being taught in rooms poorly heated and ventilated as well as overcrowded. Many children can be and are being educated with a minimum of books, supplies, and equipment as measured by desirable national standards of today.

Children of Idaho cannot be educated to meet this crisis of our age without well-trained, capable teach-

ers who love children and whose lives are dedicated to help them learn all possible facts and attitudes needed to meet these demands.

It was but five years ago that Idaho removed from her national reputation the stigma of being the only state in the union with no protection of any kind for the teachers of its youth. Idaho still retains the record of low teachers' salaries among our western states.

Politicians and taxpayers who have for years engaged in throwing out violent and abusive statements about educators as though they are parasites and leeches draining the life blood of Idaho are shortsightedly injuring their own children. They fail to think through and realize that: (1) teachers are people; (2) teachers are taxpayers; (3) teachers are consumers of products and services; (4) teachers are required by Idaho laws to fulfill definite requirements for certification; (5) teachers must pass health standards; (6) teachers must continue in-service training, study, and preparation to keep them ever alert and abreast of the present needs of your children; (7) teachers also require the common basic necessities of life.

At present by law the hired man who slops your hogs and the waitresses serving in night clubs and bars receive more and have more security than the educators to whom you consign your children and heirs, our only hope for the future of civilization. Little or no

training or expense is required of the former. They learn as they earn. To be properly equipped for their work with your children, years of training and expense with little or no income are required by law of teachers. The requirements are not too high. Our children need and deserve the best.

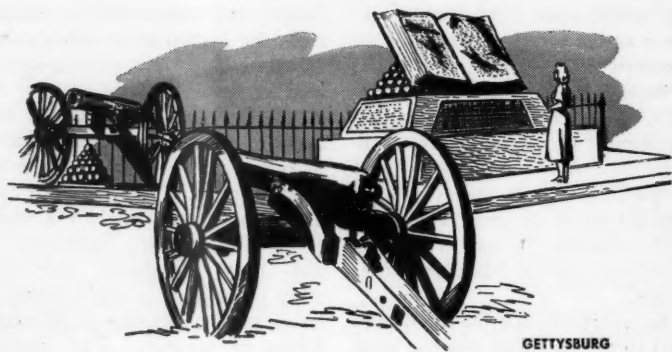
As it is, teachers are constantly beset by fears of insecurity of tenure, of debt, of partial dependence in old age. Having the business of retirement under regular fire every two years would only add to the feeling of insecurity. By a false economy to remove what little security they now possess in Idaho must of dire necessity bring about a mass exodus by teachers from Idaho to the better salaries and security in our neighboring states. Sadder yet, many will be forced from the profession to other fields affording much better living standards for fewer hours of labor.

Not only will we lose far too many of our best teachers, but also by our very act we cause the wells producing more teachers to run dry. Too many youth are already giving the teaching profession a wide berth. Logically they seek other professions or trades where a living may be earned with the same degree of security. The teacher shortage has been and still remains a national problem, especially in the elementary grades. With drafting and redrafting of men into the armed forces, the problem again becomes acute.

Who suffers? Our children, our state, our nation, the world.

The little sons and daughters of our GI's of World War II are already making primary rooms bulge at the seams, causing both a housing and a teacher shortage. Did the GI's fight that their children might be consigned to ignorance?

The pioneer founders of Idaho realized that the state's future greatness and prosperity lay in an educated citizenry. They provided for their children and ours, with foresight and sacrifice, abundant educational opportunities. Surely we cannot allow Idaho to become a desert of ignorance and hope either to save or profit by that act.



GETTYSBURG



YOSEMITE

CERTIFICATION OF TEACHERS

Many chapters and states in our organization are conducting quiet but very significant research studies which indicate that our members are alert to the possibilities of research as a major function of the Society. The National Research Committee, under the chairmanship of Dr. Mary Keeffe, is a clearing house for the reports of all these studies. The following report on the Certification of Teachers was conducted by the Delta Chapter of the Missouri State organization in Kirksville. It surveys a problem which has become increasingly vexatious throughout the United States. As long as there is little or no reciprocity in requirements, we shall continue to have uneven preparation for teachers, much better salaries in some states than in others, dissatisfaction in many places, and highly mobile teacher personnel. This study highlights some of the most crucial of the problems incident to certification.

THIS summary was compiled from a study of bulletins on certification of teachers secured from forty states and the District of Columbia. Some states have no

available bulletins on teacher requirements.

A complete report on all types of certificates issued by the several states is beyond the scope of this study. For each state only the elementary certificate and the secondary certificate which the committee interpreted to represent the standard for that state are included. Inaccuracies may exist because of the extreme variation in types of certificates and in terminology.

AGENCIES ISSUING CERTIFICATES

| | |
|--|----------------------|
| State Board of Education, usually through a certification division . . . | 23 states |
| Commissioner of Certification . . . | 8 states |
| State Superintendent ¹ | 7 states |
| State Legislative Statute | 1 state (Texas) |
| Accredited College, university or normal school | 1 state (Arizona) |

¹ Arkansas, Colorado, Illinois, Maryland, Oregon, Washington, Wyoming.

REQUIREMENTS FOR ELEMENTARY CERTIFICATES

Most states require one who receives a standard elementary certificate to hold a bachelor's degree. In many cases specific requirements in education (e.g., 24 semester hours) and in academic subjects are stated. There are some exceptions, e.g.:

1. Colorado—90 semester hours (20 in education).
2. Illinois—Four years of approved college work and examinations.
3. Maine—Three years of college or two years of college with two years of experience.
4. Nevada—Two years of schooling in an approved normal school.
5. New Mexico—60 semester hours.
6. North Dakota—One year of teachers' college.
7. Ohio—93 semester hours.
8. Tennessee—Two years or 90 hours of approved college work.
9. Colorado—90 semester hours (20 hours in elementary education.)

VALIDITY OF ELEMENTARY CERTIFICATES

A bachelor's degree in elementary education usually entitles the holder to a permanent certificate. In some cases the permanent certificate is granted only after a probationary period.

The length of time for which other elementary certificates are valid ranges from 2 to 10 years with 4.6 years as an approximate average. In most cases the period of validity is from 3 to 5 years.

In some cases a certificate is valid for 5 years and can be extended to a permanent certificate by the holder's making additional college hours.

REQUIREMENTS FOR SECONDARY CERTIFICATES

In all states secondary teachers must have a required number of college hours in education and in the specific subjects in which they are to teach.

States requiring a bachelor's degree for a standard secondary certificate—27.

These states require additional work:

New York—30 semester hours. Oregon—30 semester hours.

Pennsylvania—Three years' teaching experience and 6 semester hours.

South Carolina—Five years of teaching experience.

Texas—30 semester hours.

Vermont—Two years of teaching experience.

Virginia—Three years of teaching experience.

States requiring master's degree¹—7.

Exceptions:

Maryland—Four years of college work ranking in the upper 4/5 of the class. Those ranking in the lower 1/5 may qualify by taking a year of graduate work.

New Hampshire—Four or five years in an approved college (30 hours in a major subject and 18 in a minor).

New Mexico—120 hours; 90 months of successful teaching, 45 of which are in New Mexico.

Rhode Island—Four years of college work.

Utah—Four years in secondary education (33 hours of this in professional education).

Washington—Either a bachelor's or a master's degree.

Washington, D. C.—Master's degree and examination.

¹ Alabama, Arizona, Iowa, Illinois, Indiana, Kentucky, South Carolina.

VALIDITY OF SECONDARY CERTIFICATES

In every case where a master's degree is required the certificate is permanent. In a majority of cases where a bachelor's degree is the requirement the holder must teach successfully from 3 to 10 years, the average being 5.3 years.

The validity of other secondary certificates ranges from 2 to 10 years; the average validity is 5.3 years.

CERTIFICATES FOR JUNIOR HIGH SCHOOL TEACHERS

States vary in their policies for granting certificates to teach in junior high school. The examples given below illustrate this variation:

In Missouri either an elementary or a secondary certificate may be used by one teaching in junior high school in grades seven to nine or in grades seven and eight of departmentalized schools.

In Washington, Minnesota, and Michigan junior high school teachers must have secondary certificates. In New Jersey and Pennsylvania secondary certification covers grades seven to twelve, and in Virginia it covers grades eight to twelve because most schools are organized on the 7-5 basis.

In Wyoming an elementary certificate may be used by a junior high school teacher. In New York this is true if the holder has special requirements for his subject and an additional 30 hours in advance or

graduate courses, 22 of them being in academic subjects.

In Vermont a bachelor's degree plus a junior high school course entitles the applicant to teach in junior high school and in the upper elementary grades, but not in the lower ones. Nevada requires three years of college and a junior high school certificate.

In Washington, D. C., the requirement is a bachelor's degree which includes 24 hours in the major and 24 hours in education and a satisfactory examination in one major and one minor.

ADDITIONAL FACTORS IN CERTIFICATES

In addition to hours of credit and experience some of the other requirements for certification in all or part of the states are listed below:

Health—Most states require this. In some instances specific mention is made of emotional and nervous handicaps.

Good Moral Character—Some states require two letters of testimony as to character.

Citizenship—Many states require this evidence. Washington, D. C. requires a birth certificate or its equivalent.

Oath of allegiance to the Constitution of the United States—Several require this and an oath of allegiance to the Constitution of the state in which the certificate is granted (e.g., New Jersey).

Examination on the Constitution of the United States—Some states require this and a few (e.g., Wyoming) add an examination on the state constitution.

Examination on the history of the United States and that of the state granting the certificate is sometimes

required (e.g., Pennsylvania). An examination on the history of education in the state is sometimes required (e.g., Rhode Island).

A record of experience and testimonials of success must be filed in some instances (e.g., New Jersey).

Minimum ages run from 17 to 20; the maximum age for first employment in Washington, D. C. is 45 and for re-employment is 52.

A general tendency to improve qualification of teachers is noticeable. In some states this is being done gradually, lower types of certificates no longer being issued but those already in existence being renewable.

In many states permanent certificates can be maintained only through in-service advancement. Such advancement may come from additional schooling, travel, educational research, study group work, authorship, or professional reading.

Recency of schooling is encouraged by this in-service requirement and by terms for reinstatement of lapsed certificates.

Special care in certifying teachers in lower grades is indicated (e.g., in New Hampshire one is allowed to do primary teaching only after a full year's experience in the upper elementary grades. In some states more hours in education are required for elementary than for secondary certification).

Many states occasionally issue provisional certificates to an applicant who needs opportunity to complete essential work or to an applicant coming from another state.

Most states issue emergency certificates when a shortage of teachers makes such a step necessary.

TRANSFER OF FIELDS

Some states provide for transfer of certificates from the elementary to the secondary field.

For this change extra hours in secondary education and the required number of hours for teaching a specific subject are required. In some instances (e.g., New Jersey) a year's teaching above the sixth grade covering special work in the subject to be taught must be offered; in others (e.g., Indiana), workshop credit.

Also some states make provision for transfer from the secondary to the elementary field by offering credit in special courses required in that field. A typical offering includes 6 to 18 hours of elementary education; one state requires 6 hours in the elementary subject the applicant is planning to teach.

Transfer to the elementary field was most often mentioned in information received from eastern states, some of which encouraged such a shift in order to meet the growing need for elementary teachers.

RENEWALS

If an attempt were made to report on conditions for renewals of certificates, each state would have to be treated separately because of the wide variation in policies.

Most states grant renewals at certain intervals.

Requirements often made are college hours, educational travel,

evidence of satisfactory teaching experience, examination on prescribed reading circle books, research.

Information from six of the states studied contained no mention of renewal.

RECIPROCITY

Much of the information received made no mention of reciprocity.

Some states issue probationary certificates for one year to those transferring from other states having equivalent certification standards.

In most instances certification is based on evaluation of credits

shown on transcripts presented by the applicant.

Bulletins from Alabama, Illinois, and Georgia specifically state that certificates from other states are not accepted.

Teachers from other states must give evidence that they have already been employed in the state in which they apply for a certificate.

COMMITTEE ON RESEARCH

JANE CROW,
BESSIE L. RAY,
OTTIE GRIENER,
PAULINE D. KNOBBS,
Chairman.

YOSEMITE



Berwyn's Experimental School

IRENE PARROTTE

THE modern trend in the field of education for the mentally handicapped is causing a "right about face" in the thinking of educators of today. They usually advocated institutionalization for these children, believing them to be uneducable. However, they are now beginning to feel that the community *does have* a responsibility for such children. This change in thinking among educators and parents has aroused a growing interest to the extent that parents of the Mentally Handicapped are forming groups to see what can be done for these children in the community so that commitment to an institution will not be necessary.

With this thought in mind, the Suburban Mentally Retarded Children's Aid Group was organized. This group was made up of parents from Berwyn, Cicero, Forest Park, Forest View, Lyons, River Forest, Riverside, and Stickney, suburbs of Chicago, Illinois. As an outgrowth of their activities, an experimental school sponsored by the parents was held in the Irving School building in Berwyn, Illinois during the months of June and July, 1950, with the writer as director.

Remembering the words of the Bible found in the 25th chapter of Matthew and the 40th verse, "Inasmuch as ye have done it unto one

of the least of these my brethren, ye have done it unto me," we started our school, which we believe was the first of its kind in the United States.

Classes were held in the morning from nine until twelve, Monday through Friday. There was one paid teacher, besides the director, and several mothers were helpers.

This was pioneer work. These 25 children were ineligible for the special education classes of the public schools, as their I.Q.'s were below 50. Some of the children had been mentally deficient from birth; others had been normal and then had brain damage from severe illness. Most of the children had been seen by outstanding medical personnel in this country and abroad. Although medical science had not given the parents much hope, the parents still thought something could be done for their children.

THE work of the director was threefold: (1) to help the parents understand their problem and to sell their program to educators and the people of the community; (2) to give guidance to the teachers who helped with the program; (3) to work with the children.

Persons working with this type of child must first have a clear understanding of the aims of education. The aims of education are to teach an individual how to live better, to teach him to use all his capacities, and to make him a better and more efficient member of

the group in which he lives. These aims of education are not different from the aims for the education of the mentally handicapped, and they should be clear and meaningful. Without a definite understanding of the outcomes which we wish to achieve in educating these children, we almost inevitably become lost in a maze of subject material, routine procedure, and teaching techniques. It is easy to lose our way if we lose sight of the goals, and easier still to miss the goals if we fail to realize that all the things we teach are of value only as they contribute to the attainment of our goals.

We must ask ourselves the question: What will most of these children be doing in five, ten, or fifteen years? With but few exceptions, their vocations will fall in the areas of unskilled and semi-skilled labor. Their manner of living, their leisure-time activities, and their social classification will be largely determined by the vocational factor.

If we are to educate these mentally handicapped children for life instead of just for today, what are the goals toward which we should strive?

1. Health is as vital to these children as it is to the normal individual. Cleanliness cannot be too strongly stressed. Good habits in caring for the teeth, hair, skin, and nails should be firmly established. Food values, safety habits, and first aid practices should be taught.

2. The school should establish and reinforce social patterns which will enable mentally handicapped children to live amicably, happily, and acceptably with others. Cooperation is essential to their success in life even more than it is to the normal person, inasmuch as they must, by reason of their own inadequacy, be more dependent.

They must be taught to follow as others are taught to lead. They must learn not only to follow but also whom to follow. Desirable social patterns which can be taught include, among others, good group relationship, protection of the weak and helpless, respect for law and order.

3. Education must aim directly at the formation of desirable personal habits. These must be an integral part of education. Industry, thrift, punctuality, dependability, truth-telling, honesty, neatness, courtesy, and similar personal habits are immeasurably important and directly teachable.

4. Each individual is a part of a community in which he lives and in which he should assume a share of community responsibilities. Children should learn what these responsibilities are and how best to meet them. The educational program must stress conservation of community resources, protection of property, use and value of recreational facilities, churches, schools, and other institutions.

5. Appreciation can be developed just as in any other attitude. These children can be taught to

see beauty and appreciate it wherever it is found. They can learn to appreciate good music, art, beautiful pictures, good motion pictures. The school has an obligation and a privilege to enrich the lives of these children by creating and developing attitudes of appreciation.

Many people who heard of the project were skeptical about its success, but those who came to see for themselves were enthusiastic about the possibilities for social development of these children. An educator from Chicago, who visited at the beginning of the school and again at the close, remarked that she could notice an improvement in the social adjustment of the children—after two months of trained supervision.

ON the first day the children clung to their parents, afraid to venture forth. They paid no attention to the other children, but just withdrew into their own shells. By the end of the first week, they had achieved relationship with their teacher and the other children. At the last week it was a thrill to see the children come smiling into the room and go to their places and wave at one of the other children.

From the standpoint of the parents, the school was a success because the children slept better, ate better, talked better, and in general had improved behavior. There was an opportunity for the parents to meet socially once a week in an

evening meeting with an outstanding speaker in the field of special education to direct their thinking and to answer questions. The parents found the meetings very helpful in working out their own problems.

The tentative daily program was as follows:

9:00-9:15

Roll call (recognition of name, answering present).
Pledge to Flag.
Singing (action songs).

9:15-9:45

In the gymnasium or on the playground.
Marching or learning how to go up and down stairs.
Singing games.
Playing with balls.

9:45-10:00

Educational motion picture or strip-films.

10:00-10:10

Toilet training.
Rest period.

10:10-10:35

The group was divided into three classes, according to chronological age and size.

Group work, with clay—games for learning to tie shoes and button clothes—

stories—coloring and drawing (recognition of colors)—traffic lights.

10:35

Nourishment—either milk and cookies or fruit juice and cookies.
Table manners were taught.

11:15-12:00

Records—singing—clapping hands to keep time with music.
Clean-up period.
Dismissal.

The Superintendent of the Berwyn's School found the program so helpful to the child of low I.Q. that he recommended to the Berwyn Board of Education that they put it into operation in their regular program for this school year, which they did as soon as they could find a place to hold the school. Last summer's assistant is the director—two classes are now being held—one in the morning and one in the afternoon.

Edward Markham has expressed our feeling toward the handicapped child in his poem "Outwitted."

He drew a circle that shut me out—
Heretic, rebel, a thing to flout—
But love and I had the wit to win:
We drew a circle that took him in!



Colorado

The Gamma Chapter of Boulder lost an honorary member when Susan Mary Lovelace died on January 17, 1951. The career of Miss Lovelace was a notable one, and for forty-six years she served as teacher and principal in the public schools of Boulder. She was interested in all phases of community life and active in a number of other organizations.

Idaho

On January 12, 1951 the Theta Chapter lost by death Mrs. J. H. Cromwell, who died at Gooding. She was an honorary member of the chapter but as vigorous in her participation as any active member.

Illinois

In Oak Park, Illinois on May 5, 1950 Grace A. Chapman, a member of Iota Chapter, died. She was an active participant in many educational organizations and was first vice-president of the state at the time of her death.

Kansas

The Iota Chapter reports the death of Bertha May Marymee in Oakdale, California on January 6, 1951. For twenty years she had been county superintendent of schools and was very active in all types of civic organizations.

The Nu Chapter lost an honorary member on February 15, 1951 when Mrs. Guy Morton died in Hutchinson. Mrs. Morton was active in church and Sunday School work and a vigorous worker in the local Parent-Teachers Association.

Sigma Chapter lost one of its valued members when Sister Cecilia Brenneisen died at the Mother House in Xavier on March 12, 1951. She had been principal of the Hayden High School in Topeka for twenty-two years and was librarian at the Mother House in Xavier when she died.

Sigma Chapter records the death of Cecil Josephine Weaver on May 16, 1950 in Topeka. Miss Weaver had been active on many committees and was a vigorous worker in the Business and Professional Women's Club and the Y. W. C. A.

Louisiana

In Baton Rouge on September 8, 1950 Mrs. J. I. Daniel, Jr., a member of Gamma Chapter, died. She was a leader in the affairs of her community and as long as she lived, despite the fact that she lived eighteen miles from Baton Rouge, made every effort to attend meetings regularly.

Miss Vallie Nelson of the Theta Chapter died in Delhi, Louisiana on August 2, 1950. Miss Nelson had given generously of her time and talents to the organization work and had participated actively in committee work.

Minnesota

The Alpha Chapter, as well as the entire state, lost a distinguished member when Daisy Brown died on August 13, 1950. Miss Brown had had a distinguished career with the Minnesota Education Association and since 1931 with the State Retirement Board. She was considered an authority in the nation on retirement systems and in 1947 was Chairman of the National Council on Retirement.

Montana

Beta Chapter reports the loss of a faithful and active member in the death of Mrs. Nellie H. Clement. Following a lingering illness, she died on August 5, 1950.

Ohio

Mrs. Dorothy Morris Crawford of Columbus died on February 13, 1951. She was a member of the Gamma Chapter and had been active on various committees. She had served as principal of two elementary schools in Columbus and was interested in the Association for Childhood Education and in the Association for Supervision and Curriculum Development.

In Cleveland on January 24, 1951 Miss Gayle James of the Tau Chapter died. She was a charter member and had been a teacher in the John Marshall High School in Cleveland.

Oklahoma

The Alpha Chapter reports the death of Lucy Myrtle Daves on January 22, 1951. She was the treasurer of her chapter for

a time and was considered an outstanding teacher.

On December 30, 1950 Lula E. Vrooman died in Huntington Park, California. She was a member of the Lambda Chapter in Oklahoma and served on various important committees and until 1949, when she retired, was a member of the Southwestern State College faculty.

Tennessee

Miss Annie Allison of the Beta Chapter died in Nashville in September 1950. She was a never-failing inspiration to the fellow members of her chapter because of her faith in people, and her methods of building character among her students.

The Beta Chapter lost another member when Mrs. Mary Katherine Clark died in November. She was an earnest teacher as well as an active member of her chapter.

The Beta Chapter lost still another member in the person of Elizabeth Randall, one of the state founders, who died in October 1950. Miss Randall was a retired supervisor of Home Economics in the Nashville City Schools and had pioneered in that field.

Texas

The Alpha Chapter reports the death of Mrs. Milton Morris on February 28, 1951. Mrs. Morris was initiated in 1936.

On December 21, 1950 Kathryn Maloney, of Delta Chapter in Fort Worth, passed away. A member since 1931, Miss Maloney was regarded as one of the pillars of the Delta Chapter. She was an outstanding teacher of English.

Mrs. Inez C. Pearce, a charter member of Zeta Chapter, died in Waco on December 21, 1950. For twenty years she had been a teacher of first grade children. She was a member of numerous professional and civic organizations.

Mrs. J. L. Brock of the Alpha Xi Chapter died in Bryan, Texas on May 23, 1950. She was a charter member of her chapter. Her activities in various civic organizations and in movements for community betterment were almost too nu-

merous to mention. Her death leaves a great gap.

The Alpha Chi Chapter lost an active member in the death on January 30, 1951 of Miss Margaret Cotham. She had been extremely active in the work of the Gamma Omega Chapter of which she was a charter member. For ten years she had been with the State Board of Education as high school supervisor and was head of the English Department at Blinn College until she retired in 1949.

The Beta Xi Chapter reports the death of Miss Alta Magruder in Corpus Christi, Texas. She had formerly been a member of Alpha Lambda Chapter.

The Beta Upsilon Chapter lost an honorary member when Mrs. Lillian Fee died on February 21, 1951. Mrs. Fee was very active in the work of the General Federation of Women's Clubs.

On February 6, 1951 Mrs. Anna Louise Baker of Beta Psi Chapter died. She was a charter member of her chapter and had served in many capacities during her membership. She was initiated in 1937.

Washington

The Epsilon Chapter reports the death of Miss Hanny Sophia Holstrom on January 5, 1951. Miss Holstrom had served on a number of important committees and, despite poor health, continued her attendance at meetings and her faithful participation.

West Virginia

In Marietta, Ohio Mrs. Don E. Wiseman, member of the Delta Chapter, passed away on February 26, 1951. Mrs. Wiseman had been active in many civic organizations and held membership in many educational organizations.

Wisconsin

Miss Claire E. Calkins of Eau Claire, a member of Kappa Chapter, died on July 12, 1950. She was an active member, contributing vigorously to the work of her chapter. She was an outstanding teacher in the field of special education, working particularly with physically handicapped children.

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